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ABSTRACT

This curriculum was developed to fulfill the need for a longitudinal, community-referenced curriculum for students in Kentucky with moderate and severe handicaps that could provide the basis for programming from the elementary level through completion of a student's school career. The curriculum consists of guideline chapters on how to use this curriculum process; a sample local catalog for primary students and one for intermediate/secondary students; and a master curriculum containing a master set of instructional objectives across both the primary and secondary levels and across the four instructional domains. The guideline chapters explain the local catalog curriculum approach and its limitations; discuss selection of priority activities for inclusion on the individualized education program; and offer suggestions on developing programs using basic skills in the context of age-appropriate priority activities. The two local catalogs are then presented, with each listing functional, age-appropriate activities typically engaged in by nonhandicapped peers across the four life domains: domestic, community/school, recreation/leisure, and vocational. Lists of sample short-term objectives are then provided, organized by domain. Appendixes contain a parent interview form, a peer survey form, and checklists of skills and activities. (JDD)

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Kentucky Systems Change Project

CURRICULUM PROCESS AND MODEL LOCAL CATALOGS FOR STUDENTS WITH MODERATE AND SEVERE HANDICAPS

Melissa E. Hudson
Harold Kleinert

Editors

Revised August, 1991

This document was developed in part by Grants Numbers G0087C3061-88 and G0087C3061-89, Statewide Systems Change Grant: Kentucky, Special Education Programs, U.S.O.E., Washington, D.C. Opinions expressed in this document do not necessarily reflect the position or policy of U.S.O.E. and no official endorsement by that office should be inferred.

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Additional materials are available from the Kentucky Systems Change Project for Students with Severe Handicaps for the cost of printing and mailing. To order, send a check or purchase order to the address above or call (606) 257-1714.

New☞ Services for Children with Special Health Care Needs: Guidelines for Local School Districts (Smith, P. D. & Leatherby, J. L., 1991) - A manual developed for local school districts to provide guidelines on developing and implementing services for students with special or complex health care needs. The manual includes training forms and forms for documenting provision of various health care services. Approximately 120 pages, $8.00.

New☞ Wheelchair Safety Video and Manual. (Smith, P. D., 1991) - A 20-minute video designed primarily to teach safe wheelchair use to peers, and is also appropriate to use in training paraprofessionals, teachers, and others who work with children with physical disabilities. The manual provides the trainers with a comprehensive outline of the video content, complete with a sample "liscense" for persons who complete the training. Video and manual set, $10.00.

Quality Program Indicators Manual for Students with Moderate and Severe Handicaps (Kleinert, H., Smith, P. & Hudson, M., 1990) - An assessment instrument used to conduct program evaluations in classrooms serving students with moderate and severe handicaps. The manual is organized around six areas of quality programming, (1) integration, (2) functional curriculum, (3) systematic instruction, (4) community-based instruction, (5) transdisciplinary services and integrated therapy, and (6) vocational instruction and transition plans. 92 pages, $5.00.

Curriculum Process and Model Local Catalogs for Students with Moderate and Severe Handicaps (Hudson, M. & Kleinert, H., 1991) - A comprehensive curriculum based on the local catalog process for selecting age-appropriate activities for students with moderate and severe handicaps. The curriculum has an elementary section and a section appropriate for middle school and high school-aged students. The curriculum also includes chapters describing how to adapt curriculum to meet the needs of students with severe and multiple handicaps and how to select priority activities for inclusion on the IEP. Sample instructional objectives from the four domains are included in the manual and on software compatible with Apple IIe/Apple II gs and IBM (MS DOS) computers to facilitate computer-generated IEPs. 160 page manual and software program set, $12.00.

Communication Manual for Students with Severe and Multiple Handicaps (Smith, P. & Kleinert, J., 1991) - A comprehensive manual written for speech/language pathologists and other professionals who work with students with severe and multiple handicaps that focuses on the development and implementation of communication programs. The manual was developed and used for statewide inservice training for speech/language pathologists in Kentucky. 275 pages, $18.00.

Integrating Related Services into Programs for Students with Severe and Multiple Handicaps (Smith, P., 1990) - A manual developed for administrators, teachers, therapists, and parents that includes administrative and implementation issues and strategies for integrating related services. 60 pages, $4.00.

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PREFACE

This curriculum is the work of many people, most notably Sharon Guiltinan, who developed the original Secondary Level Local Catalog and the original set of instructional objectives that accompanied the catalog. Sharon developed the curriculum to meet the needs of her high school students with moderate and severe handicaps in the Jessamine County, Kentucky Public Schools.

However, considerable revisions have occurred since Sharon's initial work. We have revised the Secondary Level Catalog. A Primary Level Catalog, originally developed by Stacie Meyer, with revisions by Stephanie Godby, has been added for elementary age students. With assistance from Stephanie and Stacie, we have developed additional objectives for both age levels. The most notable revisions since the first Kentucky Systems Change draft of this curriculum in August, 1988 has been the addition of specific social interaction skills with nonhandicapped peers, which we have completed with Stephanie Godby's assistance.

Jeff Wheatley has developed the IEP Printer Program that is compatible with Apple IIe and IIgs and IBM (Pro Dos) software for printing short-term objectives directly onto the student's IEP. His work in developing a simple, yet flexible computer program will enable teachers to develop functional and individualized IEPs more efficiently.

Three major sections have been added in the 1991 revisions. Two chapters have been added that enable teachers to program for more heterogenous groups of students. Chapter 4, *"Selecting Priority Activities: What to Include on the IEP"*, details a 6-step process for determing priority skills and activities using parent, peer, and related service personnel imput. Chapter 5, *"Developing Programs For Students with Severe Handicaps Using Basic Skills in the Context of Age-Appropriate Priority Activities"*, describes how to adapt this curriculum to meet the needs of students with more severe disabilities. Lastly, the primary section has been revisied so that skills, as well as activities, are included in the elementary students' curriculum.

Melissa Hudson
Harold Kleinert

Editors

BELIEFS

The following are the beliefs within which the Kentucky Systems Change Project's Model Local Catalogs and Curriculum Process for Students with Moderate and Severe Handicaps is framed.

We believe . . .

- students are best educated in their home schools, that is, the neighborhood school they would attend if they were not disabled.
- students should be meaningfully included in regular education classes and activities with their peers without handicaps to the greatest extent possible and "pulled out" into self-contained classes only as needed.
- families must have opportunities to participate in the education planning process and be considered full partnesr on the educational team.
- education planning and curriculum development for students is always a team process consisting of students, parents, teachers, related service personnel, and administrators.

INTRODUCTION
Harold Kleinert

INTRODUCTION

Districts throughout Kentucky have indicated the need for a longitudinal, community-referenced curriculum for students with moderate and severe handicaps that could provide the basis for programming from the elementary level through completion of a student's school career. In recognition of this need, the Kentucky Systems Change Project for Students with Severe Handicaps has coordinated the development of the following curriculum, which is available on disks for use with both the Apple IIe and IIgs computers and IBM (Pro Dos) computers.

This curriculum consists of:

(1) Guideline chapters on how to use this curriculum process,

(2) Two sample local catalogs (see Wilcox & Bellamy, 1982 and 1987, for a description of the local catalog process) - one catalog for primary students and one catalog for intermediate/secondary students. Each catalog is based on functional, age-appropriate activities typically engaged in by nonhandicapped peers across the four life domains: domestic, community/school, recreation/leisure, and vocational,

(3) A master curriculum containing a master set of instructional objectives across both the primary and secondary levels and across the four instructional domains. Instructional objectives have been developed for each activity identified in the local catalogs. **However, these sample objectives must be modified on an individual basis, and for some students, these objectives will not be appropriate.**

SELECTING PRIORITY ACTIVITIES: WHAT TO INCLUDE ON THE IEP

Melissa Hudson

SELECTING PRIORITY ACTIVITIES: WHAT TO INCLUDE ON THE IEP

Identifying and prioritizing age-appropriate and longitudinally relevant skills and activities for a student's IEP is a challenge, especially when programming for students with moderate and severe disabilities. These students often have multiple handicaps and complex instructional needs which may make it difficult for teachers to envision meaningful participation in many age-appropriate and longitudinally relevant activities. The challenge of selecting meaningful skills and activities and then prioritizing these skills and activities for a student's IEP can be met by the use of a simple, yet systematic, six-step process. In preparation for the student's IEP meeting, the teacher completes the following six steps:

Step 1: Identify parent expectations.

Parents can give teachers vital information concerning program planning for their child. One way to obtain this information is through the Family Interview. This structured interview is comprised of questions designed to elicit information about the family's needs and expectations for their child which can help the family and the teacher target relevant skills and activities. Information specific to the family (e.g., What activities does the family do for fun?) and present and future parental expectations (e.g., Where might the child work after high school graduation?) is collected. Skills and activities that make life easier at home for family members and that increase the child's participation in home routines and his/her active role in the family can be targeted. Since skills and activities that directly relate to home life are identified, the student will practice skills across environments which encourages skill generalization. Meeting face-to-face for the interview is preferable. Convenient times

might be a parent-teacher conference, an early morning time if the parent works, after or before a PTA meeting, or during a home visit. If a meeting is not feasible, a phone interview can be substituted. **The family interview should be conducted before the parents fills out the skills and/or activities checklists.**

Giangreco, M. F., Cloninger, C. J., and Iverson, V. S. (1990) identified five quality of life indicators from interviews with parents whose children have physical, cognitive, and sensory disabilities that represent the parameters of a "Good Life". These quality of life indicators include (1) having a safe and stable home, (2) maintaining a social network and meaningful relationships, (3) accessing a variety of places, (4) engaging in meaningful activity that is valued by self and others, and (5) living in a state of health and comfort. The parent interview for each of the Quality of Life Indicators (Giangreco, et al, 1990) is included in appendix A.

Step 2a: Identify the Skills Parents Think are Important for Their Child to Learn. (Note: This section of the process should be completed for all primary aged students and may be appropriate for some older learners with the most severe disabilities. For older learners, curriculum emphasis shifts from skill acquisition to the performance of functional activities. If programming for older students who do not need basic skill instruction, please move to 2.b.)

A primary aged student's curriculum should consist of **both** skill-based and activity-based instruction (see Figure 1). A **skill** is a discrete response or behavior, or chain of behaviors. It is comparable to one piece of a puzzle -- it does not stand alone, but rather is one of the building blocks necessary for more complicated chains of behavior. Examples of skills include picking up an object with pincer grasp, using three word

phrases, and biting off hard foods. On the other hand, activities are like the puzzle with all of its pieces. An **activity** is a chain of behaviors or steps usually performed in the same order. It is complete and has a functional outcome. Examples of activities include walking to or from school with a friend, making a snack after school, and going to the library with one's homeroom class.

Elementary school is also the prime period for development of academic skills. While most students with moderate and severe handicaps do not reach the level of "literacy", many experience substantial success in the acquisition of early academic skills, and these skills often have useful applications in adolescent and adult life. The elementary years is thus a time for developmental skill building and acquisition of functional activities.

A skills checklist is used to collect information from parents about the skills they want their child to learn. The skill areas include social, communication, motor, sensory, and applied academics. A sample skills checklist is included in appendix B . Parents should select 5-8 skills they feel are most important for their child to learn during the next school year. It is not necessary to select skills from all five skill areas. The parent then writes those prioritized skills on the IEP Skills Preparation Worksheet. A sample IEP Preparation Worksheet included in appendix B. Directly to the side of each skill the parent describes exactly what they want their child to be able to do. In the example presented, undressing is the skill selected and taking off shoes and socks before a bath is what the parents want their child to do.

Step 2b: Identify the Activities Parents Think are Important for Their Child to Learn

Activities provide the critical "building blocks" or "units of teaching" for middle and high school level students. Independence and/or meaningful participation in activities is the functional outcome, the purpose of education itself. For elementary-age students, activities provide the meaningful contexts in which to practice and generalize learned skills.

An activities checklist is completed by parents to determine the activities they want their child to learn. An activities checklist is made by listing the age-appropriate activities that can be taught in the student's community and is usually organized by the four instructional domains (domestic, community/school, recreational/leisure, and vocational). An example of an activity checklist appropriate for primary age students is included in appendix B. The survey is sent home to parents who select 4-7 activities they want their child to learn in the upcoming year, choosing at least one activity from each curricular area. Once the activities are selected, the parent writes the activities on the IEP Activities Preparation Worksheet and answers additional questions about selected activities. A higher return rate from parents is achieved if teachers discuss the checklists before sending them home. By explaining the purpose of each checklist, how it was developed, how it will be used, and the instructions for completing it, the teacher increases the likelihood that parents will complete and return the checklists.

Step 3a: Identify student interests and preferences in activities.

The student must have the opportunity to make choices about the activities in which he/she will participate. Activities chosen by parents and professionals which the student dislikes or does not choose regularly will not translate into acquired skills. Students at all age levels should be invited to take part in any decision-making process that focuses on their present or future lives regardless of the perceived severity of the their disability. High school age students should attend any and all meetings concerning them. At the elementary level, a portion of the meeting can be devoted to allowing the child to make decisions about activities.

Determining student preferences may take a variety of forms. Choices should be presented in a form easily understood by the student. They may be presented verbally (e.g. Would you like to go to music or art?), or by presenting pictures or symbols representing the choice using the student's current mode of communication. Should a communication mode not be available; observing the responses of the student as he/she engages in a particular activity will provide information about preferences. The student may exhibit any number of behaviors indicating positive or negative preferences (e.g. orient to the activity or turn away; smile or cry, or make other gestures or movements).

Students may need to engage in an activity at least two or three times before they can express a preference. Everyone has fears of new things. In order to get over the fear and enjoy the activity, one must have sufficient experience with the activity to make the choice. This process allows the integration of new age-appropriate activities into the student's day.

Step 3b: Identify Activities of Interest to the Student's Peers.

In addition to gathering information from the student and family, teachers also must consider a student's peers and friends since they effect the way a student acts, what a

student wears, etc. Therefore, the activities peers participate in at school, at home, and in their community should be identified.

Peer surveys are an efficient way of gathering this information. Younger children can be asked questions orally (e.g., What is your favorite activity to do outside?) while older students can complete surveys which contain open-ended questions (e.g.,If you could get any two items for your birthday, what would you want?), short answer questions (e.g., What do you expect to do after you graduate?) or multiple choice questions (e.g., After school, I usually play video games, go to the mall, finish my homework, go to _____ practice, or read).

In a survey designed to target age-appropriate recreation/leisure skills for students with handicaps, (York, Vandercook, and Stave, 1990) peers answered seven open-ended, short answer questions . The information gathered was used to target activities that had implications for students with handicaps. Popular activities among peers without handicaps were identified as well as the skills necessary to meaningfully participate in these activities. A sample student survey for elementary students is shown in appendix C. Information was gathered by surveying a sampling of students at each grade level. The survey asked questions about recreation/leisure activities, community activities, and popular school clubs and organizations.

In addition to determining age-appropriate activities, surveys can also be used to determine the level of participation required of the student in the targeted activities. For example, while shopping may be an age-appropriate activity for a seven-year-old, it is not appropriate for that child to shop for 10 items from a picture list. To determine how a child should participate in age-appropriate activities, a survey can be sent to the

parents of nonhandicapped children. An example of a survey sent to parents of children without handicaps is included in appendix D. In this survey, parents detail the level of participation in their home and community by answering yes/no and short answer questions.

Step 4: Identify Enabling Skills and Activities Appropriate for Current and Future Environments.

All of the information gathered throughout the first three steps of the process are important in selecting skills and activities that may be included on the student's IEP. In addition, teachers themselves must consider the child's current and future needs and target relevant skills and activities. Targeted skills and activities should (a) have use in current and future environments, (b) increase interactions with nonhandicapped peers, (c) be fun, (d) result in a more "normal" lifestyle, (e) result in greater independence, (f) increase the child's home participation, and (g) result in meaningful employment or activity after graduation. Sample questions designed to help teachers select a student's critical skills and activities are listed in appendix E.

Step 5: Identify Important Social Interaction Skills. (Note: If step 2.a. has been completed for a student, important social interaction skills may have been identified and it may not be necessary to complete this step. If so, please go on to step 6.)

With critical activities identified, the teacher must determine the social interaction and communication skills of the student. For example, if eating lunch with nonhandicapped peers is a targeted activity, the social skills of smiling at others, greeting classmates, and reciprocating conversation become important. Activities

provide the framework for teachers to embed social skill instruction across the day. If instruction for learning how to greet a peer occurs in the lunchroom when the student is actually meeting peers, the student has a chance to practice the skill in the situation where the skill is actually needed.

Social interaction and communication skills must receive attention on the IEP. If students cannot converse with peers and behave in socially acceptable ways, they will be excluded from activities. The teacher should consider all activities and select the social skills that will most facilitate the development of relationships with typical peers in these activities. A variety of social skills are necessary, including conversing with and greeting others, introducing oneself, being attentive to others, using polite expressions, (e.g., "please", "thank you", "no thank you"), and borrowing from others.

Step 6: Prioritize Activities - A Group Activity

The last step in selecting activities for instruction is to prioritize the activities that will be included on the IEP. This activity can be done during the SBARC committee meeting or prior to the meeting. Parents, teachers, therapists, administrators, and related service professionals need to have imput into the prioritization of activities. The Cayuga-Onondage Assessment for Children with Handicaps (Giangreco, et al, 1990) recommends considering the following criteria when prioritizing activities: Does/Is the activity/skill? (1) functional (have a direct practical application in daily life), (2) useful in the future, (3) chronologically age-appropriate, (4) provide environmental control, (5) make it easier to care for the person, (6) relate to health or safety, (7) a strength of the learner, (8) an interest of the learner, (9) used frequently, (10) immediately needed, and/or (11) increase access to enhanced or expanded

opportunities. Each person on the team may want to rank order the activities of each domain separately and then compare scores. Activities with the highest scores would be included on the IEP and specific instances of differing priorities would be negotiated among the team members.

A worksheet useful to the SBARC for condensing the gathered information is included in appendix F. The worksheet is used to summarize the information from all six steps in the process. At the top of the worksheet, demographic information is completed. In section I, the skills and activities identified by parents as important during the Family Interview are recorded. In section II, the teacher lists the skills and activities parents identified on the Parent IEP Preparation sheets. Section III includes the activities peers identified as popular. The skills and activities the teacher identified as important are included in section IV. In section V, social interaction and communication skills are listed. Finally, the SBARC members rank the skills and activities from each of the sections and prioritize them in section VI. These skills and activities then become the basis of the IEP.

Summary.

To prioritize activities for IEP inclusion, teachers must make numerous considerations. The needs and expectations of family members, the skills and activities parents want their child to learn, activities popular with nonhandicapped peers, the level of participation nonhandicapped peers have in those activities, the student's current and future needs, and the critical social interaction skills needed by the students to succeed in the activities must be considered. Once the activities are targeted, the SBARC must prioritize the activities for inclusion on the student's IEP.

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DEVELOPING PROGRAMS FOR STUDENTS WITH SEVERE HANDICAPS USING BASIC SKILLS IN THE CONTEXT OF AGE-APPROPRIATE PRIORITY ACTIVITIES

Melissa Hudson & Jennifer Leatherby

DEVELOPING PROGRAMS FOR STUDENTS WITH SEVERE HANDICAPS USING BASIC SKILLS IN THE CONTEXT OF AGE-APPROPRIATE PRIORITY ACTIVITIES

For both students with and without handicaps, the success of an educational program can be measured across three dimensions: (1) productivity, (2) independence, and (3) participation (Wilcox & Bellamy, 1982). The goal of teachers of students with moderate and severe handicaps is to develop instructional programs that enable students to be productive in their community, to do as many everyday activities as independently as possible, and to participate meaningfully in their communities. Generally accepted best practices for teaching students with moderate and severe handicaps are described in the literature (e.g., Brown, Branston, Hamre-Nietupski, Pumpian, Certo & Gruenewald, 1979; Falvey, 1985; Wilcox & Bellamy, 1982), including teaching age-appropriate activities using functional, real-life materials in natural environments where the skill is likely to be needed, using functional and chronologically age-appropriate assessment and curricula, addressing transition needs throughout the school years, teaching skills that enable students to participate in a number of integrated environments, and using the principal of particial participation and individual adaptations to involve students in priority activities.

Developing an individualized education plan (IEP) for students with severe handicaps and dual sensory impairments is a challenge for teachers. Students with severe handicaps are students who have inconsistent or no motor movement, little or no easily recognizable communication skills, who appear to possess very low IQs (e.g., below 15), or who are described as "medically fragile" (Brown, Helmstetter, & Guess, 1986). "Students with the most severe handicaps" also describes students with dual sensory impairments (i.e., deaf-blindness) or students with severe/profound mental retardation and an additional handicap (i.e., cerebral palsey).

The ecological model has been described in the literature as a model for developing IEP objectives and corresponding programs for students with moderate handicaps (Brown, 1979; Brown, Falvey, Vincent, Kaye, Johnson, Perrara-Parrish & Gruenewald, 1980). By using the ecological model, students are taught the functional skills necessary to participate as independently as possible in their own communities participating in age-appropriatate

meaningful activities. Instruction occurs in four integrated domains (e.g., domestic, community/school, recreational/leisure, and vocational). Because the ecological model works from the premise that students will be able to complete all or most of the steps of the activities independently (i.e., crossing the street, taking a bus to the mall, making small purchases at a store), programming for students who cannot complete all, most, or even any of the steps of the activity independently does not easily occur.

In order to involve students with severe handicaps in the priority activities, three strategies have been described. Helmstetter (1989) described using the principal of partial participation (Baumgart, Brown, Pumpian, Nisbet, Ford, Sweet, Messina & Schroeder, 1982) and individual adaptations to involve students with severe handicaps in priority activities. The principal of partial participation affirms that it is worthwhile for students with severe handicaps to be particially involved in priority activities by adapting the steps of the activity the student cannot complete independently by changing the rules, changing the sequence, using personal assistance, changing other persons' attitudes, and/or using special equipment. The principal of particial participation is an improvement over past strategies used to determine curriculum for students with severe handicaps. Historically four strategies have been used, including: (1) the all or nothing hypothesis (i.e., students must be able to complete all of the activity before becoming involved); (2) the developmental age hypothesis (i.e., students will learn best using activities and materials appropriate to their developmental age); (3) the independent performance hypothesis (i.e., if a student doesn't have a resonable chance of completing the activity independently, don't teach it); and (4) the prerequisite skill hypothesis (i.e., the student is not ready to learn the skill yet) (Brown, et al., 1982).

The purpose of using the principal of particial participation and individualized adaptations is to involve the student meaningfully in the activity (Brown, et al., 1979). However, there may be a point when partial participation may have a negative effect for the student. Consider the following example. A person is personally assisted to complete nine of ten steps of a ten-step vocational task. Is particial participation resulting in meaningful partici-

pation for this person?

Black and Ford (1989) described a slightly different approach for developing curricula for students with the most severe handicaps called the activity-based lesson planning format. After priority activities have been selected from the four instructional domains, the initial assessment is done in the natural environment to determine what to teach, adaptations, instructional cues, and a baseline performance. The activity is then broken into component steps. The degree to which component steps are broken down depends on the needs of the student. For example, a student with severe mental retardation and physical disabilities might need the grocery shopping step of "Locates/obtains basket" broken into more detailed steps (i.e., looks toward basket, reaches toward basket, grasps basket, pulls onto lap, releases grasp). Look, reach, grasp, pull, and release are the tool movements or basic skills the student needs to do in order to complete the component step of "locating the basket". When component steps are broken down into the tool movements or basic skills the student needs to complete the component step, the focus of instruction is on the basic skill rather than on the completion of the component step.

Another strategy for involving students with the most severe handicaps in priority activities is described by Holvoet, Guess, Mulligan, and Brown (1980). Within the individualized curriculum sequencing model, behavioral clusters are taught in the context of age-appropriate, functional activities, rather than teaching skills in isolation. "Loose training" (i.e., selecting a variety of materials, cues, and persons conducting training) is recommended for enhancing generalization (Stokes & Baer, 1977). Distributed trial training (i.e., other tasks are taught in between trials) and concurrent task sequencing (teaching all component parts of the task simutaneously) are used to teach skills. For example, a student may be working on holding his head up, grasping, releasing, and communication (distributed trials) within the functional activities of tying a shoe, going through the lunchline, working in art class, and preparing for home.

The principal of partial participation does not ensure meaningful involvement within priority activities for students with severe disabilities. A strategy for combining the use of

partial participation, individual adaptations, and embedding basic skills is needed when programming for students with severe disabilities. The purpose of this paper is twofold: (1) to describe a process for developing IEP goals and objectives from priority activities that lead teachers to program meaningfully for students with the most severe handicaps and (2) to describe a model in which embedded skill instruction in the context of age-appropriate activites occurs across the day.

Prioritizing activities to teach age-appropriate and longitudinally relevant skills is the first step in developing programs for students with severe handicaps. Teachers cannot identify all the activities that should be considered for each student without input from others. Family needs, parent expectations, peer activities, and critical social interaction skills, in addition to activities identified by the teacher and the activities the student would select if s/he could, must be considered. Refer to chapter 4, "Selecting Priority Activities: What to Include on the IEP", for a description of a six-step process for identifying priority activities. First, the teacher interviews the parent(s) to determine parent expectations and family needs. Second, the skills and activities parents want their child to learn are identified using surveys. Third, activities popular with nonhandicapped peers are identified using a peer questionnaire. Fourth, the activities important for instruction according to the teacher are determined. Fifth, critical social interaction and communication skills needed by the student to be successful in targeted activities are identified. The sixth step in program development for students with the most severe handicaps is to prioritize the activities selected by parents, peers, teachers and the student.

Within the context of priority activities the instructional goal for some students is to complete all steps of the activity independently. For other students, the instructional goal is to complete some steps in the activity independently and partially participate in other steps of the activity through adaptations. For other students, the goal of the activity is to practice basic skills in the context of age-appropriate activities. The priority activities become the framework for teaching basic skills, rather than learning to complete the steps in a task analysis.

For example, participation of a student with a visual impairment, cerebral palsy, and retardation in the steps required to make pudding may seem meaningless. The student is not able to measure ingredients, stir, or pour without hand over hand assistance. The student cannot eat the pudding without assistance, read the recipe, or wash the dishes. Involving this student in the activity of making pudding is watching others make pudding. By focusing on basic skill instruction within age-appropriate activities, the teacher can involve a student meaningfully in priority activities because the completion of the units of behavior (i.e., the steps in the task analysis) is not required. Refer to Appendix G for examples of basic skills.

To identify a student's basic skill needs, the teacher must consult with other professionals involved in the student's education. This helps determine the appropriate basic skills to target for instruction within priority activities. Smith (1990) describes an integrated therapy approach in which traditional therapy objectives (including basic skills) are taught across the day in real-life situations, rather than in isolated situations, allowing the student to meaningfully participate in priority activities.

After priority activities are selected for instruction and basic skill needs are determined, the teacher begins developing the IEP. In the past, teachers summarized a student's strengths and weaknesses on the IEP form. The rationale behind the summary may have been to help teachers target appropriate activities and/or skills (i.e., weaknesses) for instruction. Very little meaningful information to help teachers develop a good program for students can be written in a 2 x 2 inch box on the IEP form. P.L. 94-142 mandates that teachers should summarize the student's *present level of performance* rather than describe strengths and weaknesses. The present level of performance includes:

(1) the results of student evaluations, including informal evaluations (e.g., peer surveys, parent surveys, social validation evidence),

(2) a description of the effect of the handicapping conditions on academic and non-academic areas, and

(3) how the student learns (e.g., effective teaching procedures, (time delay), and effective reinforcement procedures (verbal praise or a walk with a peer).

Categorical labels and related service needs are not described in a student's present level of performance. The present level of performance should show a direct relationship to other components of the IEP (e.g., the goals and objectives) and information should be described in objective, measurable ways. Figure 1 is an example of a present level of performance statement written for a student who has deaf blindness and physical disabilities.

Insert Figure1 about here

The next step is to develop annual goal statements that relate to the needs described in the student's present level of performance. This includes (a) the basic skill (e.g., communication, self-help, cognitive, motor, sensory) and (b) the priority activities across the four instructional domains (i.e., community/school, domestic, recreational/leisure, and vocational). For example, reaching is a basic skill for many students and is included in the following annual goal.

Annual Goal:

> "To improve the basic skill of reaching throughout the domestic, community/school, recreation/leisure, and vocational domains in the following activities: (1) daily arrival routine, (2) enrichment classes: art and music, (3) community-based education, (4) lunch, (5) cooking simple foods and snacks, and (6) recreation activities with nonhandicapped peers."

The priority activities in the annual goal statement must sample the four instructional domains and provide opportunities for interactions with nonhandicapped peers . However, these activities are not the only activities in which the basic skill of "reaching" can be embedded. Other activities in the day are also appropriate. One annual goal should be written for each basic skill targeted for instruction (e.g., if four basic skills are targeted for instruction, the IEP will include four annual goals).

After annual goals are written, instructional objectives are developed. Well-written instructional objectives act as roadmaps, describing for teachers how to embed basic skill instruction in priority activities . An instructional objective includes four elements: (1) the

condition under which the behavior is to be performed, (2) the behavior the student is expected to perform written in measurable terms, (3) the criteria for mastery, and (4) the setting(s) in which the behavior is to occur and the plans for generalization. Figure 2 is an example of how an instructional objective for reaching might look on the IEP.

Insert Figure 2 about here

After describing the priority activities in which reaching will be developed across the day, an effective instructional objective then must detail the supports necessary for the student to be involved in the activities. Supports are numerous and can include adaptations to the normal routine or rules, proper sitting and positioning techniques, feeding techniques, adaptive switches, partial physical assistance, use of high-color contrast materials, or peer assistance. The supports necessary for the student to be successful in priority activities should be described directly on the IEP. The following types of supports might be necessary for a student to developing the basic skill of reaching: (a) partial physical assistance after 15 seconds of no responding, (b) use of materials with high-color contrast, (c) proper positioning in relation to objects, (d) use of adaptive switches, and (e) use of peer assistance to successfully complete some activities.

It should be noted that writing an objective containing the four components described earlier does not necessarily result in an objective that leads to meaningful instruction for the student. For example, "When placed on a roll, the student will have adequate cocontracture of the neck extensers and flexers to maintain her head in an upright position, 3 out of 5 minutes for 3 days," meets the basic requirements of a sound instructional objective. However, it does not guide the teacher to meaningful instruction. If this instructional objective is used as a roadmap, the teacher may place the student over a bolster in one-to-one instructional situation and, using a stopwatch, record the number of minutes out of five she held her head up on request. It is very unlikely that she will learn to hold her head up when the skill is practiced in isolation. A more useful objective would describe how the student could practice head control in the context of age-appropriate activities like reading

group, circle time, in the hallway talking to friends, lunch, etc.

From well-written instructional objectives, the teacher can develop instructional programs and plans for the student with severe disabilities. An activity matrix is one method used by teachers to organize daily instruction. A sample activity matrix is shown in Figure 3. When using a matrix, the basic skills are listed across the top of the page. Daily routines are listed on the left-hand side of the matrix. Routines are assumed to remain somewhat consistant from day to day. However, the activities within a routine will most likely change. For example, during the cooking routine, the class will cook a different snack each day. The boxes in the center of the matrix are used to briefly describe how each basic skill is embedded into each activity. Basic skills should be practiced in all activities. However, it is possible that some basic skills may not be embedded into all activities. At the bottom of the matrix a section describing adaptations is included (e.g., physical assistance, use of adaptive switches, and adaptive positioning equipment).

Insert Figure 3 about here

The activity matrix focuses instruction on basic skills by describing how the basic skill can be practiced in the context of functional activities. However, the use of the matrix should not limit instruction for the student with severe handicaps. For example, the student reaches to hang up his coat during the morning arrival routine and then never reaches again until the next scheduled activity, even though many opportunities to reach occur. Within each activity many opportunities for the student to practice the basic skill may occur. The matrix says the student will practice reaching during the cooking activity by reaching for the cooking materials. But, the student could also practice reaching within this same activity by reaching for a switch to turn on an appliance, reaching for a spoon to eat the snack, and by reaching for a peer to ask for assistance.

The activity matrix can be used by teachers in many ways. The matrix can be used as a daily lesson plan by changing activities. The matrix can convey the daily schedule and programming goals to other professionals working with the student. In addition, the matrix

can be used as a data collection sheet during instruction (i.e., by tallying how many times the basic skill is demonstrated by the student or by recording the amount of assistance required for the student to participate).

Conclusion.

Teachers of students with severe handicaps are familiar with teaching students using an ecological approach. Within this model, age-appropriate activities are selected with the goal of teaching the steps of the activity the student can not perform independently, so that ultimately, the student would perform the activity independently. Unfortunately, the ecological approach does not help teachers plan for students who can not complete the steps of the activity. Developing an IEP to meet the many needs of students with severe handicaps and dual sensory impairments is a challenge for teachers. Through the principal of partial participation and by using individual adaptations, basic skill instruction within the context of age-appropriate activities may be useful in developing instructional programs for students with severe handicaps. The steps involved in developing a meaningful program for students with severe handicaps includes (a) identifying age-appropriate and longitudinally relevant activities, (b) prioritizing activities for instruction, (c) developing an IEP that describes a student's present level of performance and related annual goals and instructional objectives, and (d) developing an activity matrix detailing how daily instruction will occur on basic skills across the student's day.

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Figure Captions

Figure 1. An example of a present level of performance statement for a student with severe handicaps.

Figure 2. A sample instructional objective for a student with severe handicaps.

Figure 3. A sample instructional objective for a student with severe handicaps.

Figure 1.

Mark is 10 years old and attends a public elementary school. Mark has a moderate hearing impairment and limited use of his arms and hands. According to his eye doctor, Mark is legally blind (vision of 20/800).

Mark enjoys music, especially country music. He can use a switch to start his tape player. Mark smiles when his favorite people are around. He goes to lunch with a friend from the fourth grade every day. Mark will turn to look at someone when they come up to him and he will look at his cup or bowl to tell you he is hungry or thirsty. Sometimes when no one is listening to him, Mark will bite on his hand and scream.

Mark's mother said in an interview with the teacher that they include Mark in most family activities. Mark attends church, goes to the grocery, and occassionally out to eat with his family. Mark's brother (5th grade) likes to push his wheelchair. Mark's family would like to include Mark more on their camping trips (twice a year) and would like for Mark to help dress himself and to wake up without a struggle in the morning.

Mark's nonhandicapped fourth and fifth grade peers said their favorite after-school activities were playing Nintendo, basketball, and skateboarding with friends. In their spare time they liked to listen to music, watch music, and go to the mall. Around home, most of Mark's peers helped with household chores (e.g., taking out the trash, making their beds, cleaning up the dinner dishes and keeping their room neat). The majority of Mark's peers receive an allowance and they spend their allowance on going to the movies and purchasing clothes.

Figure 2.

Instructional Objective	Adaptations	Persons Resposible	Review Date
When involved in an activity (described below) and given a verbal cue to "reach for _____" and when the item is placed 2-4" in front of Mark, Mark will extend his right forearm from the elbow to make contact with the item within 15 seconds, 4 of 5 opportunities (for 3 consecutive days.) Examples of activities in which Mark will practice reaching are: (1) cooking snack (domestic domain) (2) playing video games (recreation/leisure domain) (3) hanging up coat (school domain) (4) grocery shopping (community domain)	*Partial physical assistance after 15 seconds of no responding. *Use of materials with high-color contrast *Proper positioning in relation to objects for which Mark has to reach *Use of adaptive switches *Peer assistance to successfully complete some activities such as hanging up coat		

Figure 3.

BASIC SKILLS						
SCHEDULE	REACH	ALERTING TO AUDITORY STIMULI	FOCUSING ON VISUAL STIMULI	LOCOMOTION	REQUESTING ASSISTANCE	GREETS PEERS
DAILY ARRIVAL 8:00-8:15 ACTIVITY: hanging up coat	Reach toward hook with coat	Alert to verbal cue from teacher or peer to "hang up coat".	Visually attend to coat and hook	Uses joystick to operate electric wheelchair	Press switch to activate endless tape lope, "I need help"	Smile and nod
ART CLASS (with peer) 8:15-9:00 ACTIVITY: Painting	Reach for switch to activate "Paint & Swirl"					
COMMUNITY 9:00-11:30 ACTIVITY:grocery shopping	Reach to receive groceries, change					
LUNCH 11:30-12:00 ACTIVITY: going through the line	Reach to select choice of food from food cards					
RECREATION (with nonhandicapped peer) 12:00-12:45 ACTIVITY: Video Games	Reach to activate joystick					
COOKING 12:45-1:45 ACTIVITY: Making pudding	Reach for cooking materials					
MUSIC CLASS (with peer) 1:45-2:30 ACTIVITY: listening to music, playing instruments	Reach for a switch to operate the record player					
PREPARE FOR HOME 2:30-2:45 ACTIVITY: Getting items from locker	Reach for coat in locker					

Figure 3, continued

BASIC SKILLS CONTINUED						
SCHEDULE	REACH	ALERTING TO AUDITORY STIMULI	FOCUSING ON VISUAL STIMULI	LOCOMO-TION	REQUESTING ASSISTANCE	GREETS PEERS
ADAPTATIONS	Physical Prompting Positioning in relation to furni-ture Loosening H-Strap Make coat hook identifiable by putting flourescent tape on it					

BASIC SKILLS					
SCHEDULE					

Instructional Objective	Adaptations	Person Responsible	Review Date

PRIMARY LEVEL LOCAL CATALOG
Stacie Meyer & Stephanie Godby

TMH Local Catalog

STACIE MEYER, AUTHOR

Scoring: + can do
o cannot do
v teach
x taught/mastered

STUDENT: _____

DOMAIN: DOMESTIC

ACTIVITY:	SETTINGS: (Determine w. Parents)	Score/Date:	Score/Date:	Score/Date:	SKILL CLUSTER Curric. No.	Skill:
Grooming	School Home _____	_____	_____	_____	D01.01	Showers
		_____	_____	_____	D01.02	Bathes
		_____	_____	_____	D01.03	Cleans nose
		_____	_____	_____	D01.04	Blows nose
		_____	_____	_____	D01.05	Brushes teeth
		_____	_____	_____	D01.06	Brushes teeth at home
		_____	_____	_____	D01.07	Flosses teeth
		_____	_____	_____	D01.09	Washes/dries face
		_____	_____	_____	D01.10	Washes/dries hands
		_____	_____	_____	D01.12	Washes/dries hands after toileting
		_____	_____	_____	D01.13	Flushes toilet
		_____	_____	_____	D01.14	Brushes/combs hair
		_____	_____	_____	D01.15	Shampoos hair
		_____	_____	_____	D01.16	Blows dry hair
		_____	_____	_____	D01.19	Cleans nails
		_____	_____	_____	D01.20	Clips nails
		_____	_____	_____	D01.21	Checks appearance in mirror
		_____	_____	_____	D01.23	Maintains eyeglasses, hearing aides
		_____	_____	_____	D01.24	Wears clean clothing
		_____	_____	_____	D01.25	Manages clothing and accessories
		_____	_____	_____	D01.26	Carries school supplies, personal belongings
		_____	_____	_____	D01.27	Keeps belongings neat and orderly
		_____	_____	_____	D01.28	Cleans personal space
Dressing	School Community _____	_____	_____	_____	D02.01	Puts on clothing
		_____	_____	_____	D02.02	Takes off clothing
		_____	_____	_____	D02.03	Operates fasteners
		_____	_____	_____	D02.04	Requests assistance with dressing
		_____	_____	_____	D02.05	Undresses as appropriate
		_____	_____	_____	D02.06	Dresses for weather conditions

STUDENT: _____

DOMAIN: DOMESTIC

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v teach
x taught/mastered

ACTIVITY:	SETTINGS: (Determine w. Parents)	Score/Date:	Score/Date:	Score/Date:	SKILL CLUSTER Curric. No.	Skill:
Eating	Home School _____	_____	_____	_____	D04.01	Uses a fork
		_____	_____	_____	D04.02	Uses a spoon
		_____	_____	_____	D04.03	Uses a knife
		_____	_____	_____	D04.04	Drinks from a glass
		_____	_____	_____	D04.05	Uses a straw
		_____	_____	_____	D04.06	Uses a napkin
		_____	_____	_____	D04.07	Puts chewable amounts of food in mouth
		_____	_____	_____	D04.08	Converses during meal
		_____	_____	_____	D04.09	Eats in limited amount of time
		_____	_____	_____	D04.10	Demonstrates appropriate behavior
		_____	_____	_____	D04.11	Obtains all utensils in lunchline
		_____	_____	_____	D04.12	Opens food packages
		_____	_____	_____	D04.13	Opens drink containers
Toileting		_____	_____	_____	D05.01	Indicates need to use toilet
		_____	_____	_____	D05.02	Toilets independently with verbal reminders
		_____	_____	_____	D05.03	Initiates toileting independently
		_____	_____	_____	D05.04	Demonstrates appropriate behavior in bathroom
Safety	School Home _____	_____	_____	_____	D06.01	States danger of appliances
		_____	_____	_____	D06.02	Demonstrates safe use of household cleaners
		_____	_____	_____	D06.03	Demonstrates safe use of household appliances
Food Preparation	School Home _____ _____	_____	_____	_____	D07.01	Washes fruit and vegetables
		_____	_____	_____	D07.02	Uses a vegetable brush
		_____	_____	_____	D07.03	Stores food items
		_____	_____	_____	D07.04	Demonstrates personal hygiene
		_____	_____	_____	D07.05	Sets oven temperature
		_____	_____	_____	D07.06	Turns on stove
		_____	_____	_____	D07.07	Sets stove timer

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v teach
x taught/mastered

STUDENT: _____

DOMAIN: DOMESTIC

ACTIVITY:	SETTINGS: (Determine w. Parents)	Score/Date:	Score/Date:	Score/Date:	SKILL CLUSTER Curric. No.	Skill:
Meal Preparation	_____	_____	_____	_____	D08.01	Names food(s) in food groups
	_____					
	_____	_____	_____	_____	D08.03	Plans meal(s) using food groups
		_____	_____	_____	D08.04	Opens food containers
		_____	_____	_____	D08.05	Prepares snacks
		_____	_____	_____	D08.06	Prepares beverages
		_____	_____	_____	D08.07	Prepares breakfasts
		_____	_____	_____	D08.08	Prepares lunches
		_____	_____	_____	D08.09	Prepares lunches that require cooking
		_____	_____	_____	D08.10	Prepares dinners that require cooking
		_____	_____	_____	D08.12	Reads cooking directions on package
		_____	_____	_____	D08.13	Uses a picture recipe
		_____	_____	_____	D08.14	Uses measuring cup/ spoon
		_____	_____	_____	D08.15	Sets table
		_____	_____	_____	D08.16	Clears table
Clothing Maintenance	School	_____	_____	_____	D09.01	Sorts clothes
	Home	_____	_____	_____	D09.04	Folds clothes
	_____	_____	_____	_____	D09.05	Hangs clothes on hanger, hook
		_____	_____	_____	D09.06	Matches socks
		_____	_____	_____	D09.11	Puts cloths in approp. spot
Housekeeping	Home	_____	_____	_____	D10.01	Dusts furniture
	School	_____	_____	_____	D10.02	Sweeps with broom
	_____	_____	_____	_____	D10.03	Vacuums rugs
		_____	_____	_____	D10.04	Washes/dries dishes
		_____	_____	_____	D10.05	Cleans bathroom
		_____	_____	_____	D10.06	Mops floors
		_____	_____	_____	D10.09	Straightens bedroom
		_____	_____	_____	D10.10	Makes bed
		_____	_____	_____	D10.11	Empties trash can
		_____	_____	_____	D10.12	Cleans table, counter
		_____	_____	_____	D10.13	Uses a sponge mop
		_____	_____	_____	D10.14	Cleans up spills
		_____	_____	_____	D10.17	Cleans rooms
		_____	_____	_____	D10.18	Developes routine for jobs

STUDENT: _____

DOMAIN: DOMESTIC

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ACTIVITY:	SETTINGS: (Determine w. Parents)	Score/Date:	Score/Date:	Score/Date:	SKILL CLUSTER Curric. No.	Skill:
Lawn Care	Home School _____	_____	_____	_____	D11.01	Rakes leaves, grass
		_____	_____	_____	D11.02	Pulls/digs weeds
		_____	_____	_____	D11.03	Reads outdoor thermometer
		_____	_____	_____	D11.04	Dresses for outdoor activities
Home Safety	Home _____	_____	_____	_____	D12.01	Locks/unlocks doors, windows
		_____	_____	_____	D12.02	Discriminates who to allow in home
		_____	_____	_____	D12.03	Identifies dangerous/ poisonous substances
		_____	_____	_____	D12.04	Demonstrates safe use of sharp items
		_____	_____	_____	D12.05	Discriminates safe/ unsafe electrical cords
First Aid	Home School Community _____	_____	_____	_____	D13.04	Indicates routines for avoiding germs
		_____	_____	_____	D13.05	Treats minor cuts, burns
		_____	_____	_____	D13.06	Treats common ailments
		_____	_____	_____	D13.08	Communicates misuse of appliances
		_____	_____	_____	D13.09	Discriminates toxic/ nontoxic substances
Telephone Skills	School _____ _____	_____	_____	_____	D14.01	Answers phone
		_____	_____	_____	D14.02	Relays phone message
		_____	_____	_____	D14.03	Dials phone number
		_____	_____	_____	D14.05	Uses phone to arrange activity
		_____	_____	_____	D14.06	Converses with another on telephone
		_____	_____	_____	D14.07	Dials listed number
		_____	_____	_____	D14.08	Takes/delivers phone messages
		_____	_____	_____	D14.09	Writes down phone number
		_____	_____	_____	D14.12	Dials operator, local emergency number

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v teach
x taught/mastered

STUDENT: _____

DOMAIN: DOMESTIC

ACTIVITY:	**SETTINGS:** (Determine w. Parents)	Score/Date:	Score/Date:	Score/Date:	**SKILL CLUSTER** Curric. No.	Skill:
Social Communication Routines	Classroom Homeroom Lunchroom _____	_____	_____	_____	D15.01	Recognizes other's personal space
		_____	_____	_____	D15.02	Maintains eye contact during social exchange
		_____	_____	_____	D15.03	Smiles during social exchange
		_____	_____	_____	D15.04	Responds to greeting
		_____	_____	_____	D15.05	Asks question
		_____	_____	_____	D15.06	Responds with an appropriate greeting
		_____	_____	_____	D15.07	Makes introductions
		_____	_____	_____	D15.08	Initiates conversation
		_____	_____	_____	D15.09	Maintains eye contact
		_____	_____	_____	D15.10	Communicates clearly
		_____	_____	_____	D15.11	Engages in conversation
		_____	_____	_____	D15.12	Responds to leave-taking
		_____	_____	_____	D15.13	Initiates leave-taking
		_____	_____	_____	D15.14	Responds to "How are you?"
		_____	_____	_____	D15.15	Communicates "Please" with requests
		_____	_____	_____	D15.16	Communicates "Thank you"
		_____	_____	_____	D15.17	Communicates "You're welcome"
		_____	_____	_____	D15.18	Communicates "No, thank you"
		_____	_____	_____	D15.19	Communicates "Excuse me"
		_____	_____	_____	D15.20	Communicates "I'm sorry"
		_____	_____	_____	D15.21	Responds to compliment
		_____	_____	_____	D15.22	Requests and obtains permission about property of others
		_____	_____	_____	D15.23	Communicates "Thank you" for the use of others' property
		_____	_____	_____	D15.24	Returns borrowed items on time
		_____	_____	_____	D15.25	Apologizes for returning item late
		_____	_____	_____	D15.28	Refrains from inappropriate touching
		_____	_____	_____	D15.29	Refrains from inappropriate outbursts

o cannot do
v teach
x taught/mastered

STUDENT: _____

DOMAIN: **DOMESTIC**

ACTIVITY:	**SETTINGS:** (Determine w. Parents)	Score/Date:	Score/Date:	Score/Date:	**SKILL CLUSTER** Curric. No.	Skill:
Sexual Awareness	_____	_____	_____	_____	D16.01	Identifies gender
	_____	_____	_____	_____	D16.02	Uses gender-appropriate restroom
		_____	_____	_____	D16.05	Identifies and defines "private" parts
Getting Along with Others	home	_____	_____	_____	D17.01	Knocks before opening closed door
	school	_____	_____	_____	D17.02	Delivers sealed message unopened
	community	_____	_____	_____	D17.03	Thanks others for waiting
	_____	_____	_____	_____	D17.04	Apologizes for being late
		_____	_____	_____	D17.05	Demonstrates listening behaviors
		_____	_____	_____	D17.06	Shares with others
		_____	_____	_____	D17.07	Comforts others
		_____	_____	_____	D17.08	Congratulates winner of game, sport
		_____	_____	_____	D17.09	Demonstrates graceful winning
		_____	_____	_____	D17.10	Offers assistance
		_____	_____	_____	D17.11	Seeks assistance for others
		_____	_____	_____	D17.12	Demonstrates concern for others
		_____	_____	_____	D17.13	Shares space and appliances

o cannot do
v teach
x taught/mastered

STUDENT: _____

DOMAIN: COMMUNITY/SCHOOL

ACTIVITY:	**SETTINGS:** (Determine w. Parents)	Score/Date:	Score/Date:	Score/Date:	**SKILL CLUSTER** Curric. No.	Skill:
Travel in School	_____	_____	_____	_____	C01.01	Walks to/from bus, school
	_____	_____	_____	_____	C01.02	Walks to restroom
		_____	_____	_____	C01.03	Walks to another room
		_____	_____	_____	C01.04	Walks in a line
		_____	_____	_____	C01.05	Identifies school personnel
		_____	_____	_____	C01.06	Participates in school activities
		_____	_____	_____	C01.07	Delivers messages
Street Crossing	Community	_____	_____	_____	C02.01	Crosses at crosswalk
	_____	_____	_____	_____	C02.02	Crosses uncontrolled streets
	_____	_____	_____	_____	C02.03	Crosses at stop sign
		_____	_____	_____	C02.04	Crosses with lights
Travel in Neighborhood/ Community	Home Community	_____	_____	_____	C03.01	Walks on sidewalk
	_____	_____	_____	_____	C03.04	Walks around shopping center
		_____	_____	_____	C03.05	Reads functional signs
Ride in a Car	Community	_____	_____	_____	C04.01	Opens car door
	_____	_____	_____	_____	C04.02	Closes car door
	_____	_____	_____	_____	C04.03	Uses a seat belt
		_____	_____	_____	C04.04	Gives directions to driver
		_____	_____	_____	C04.05	Converses while riding
		_____	_____	_____	C04.06	Operates car radio
Public Transportation	Community	_____	_____	_____	C05.03	Uses public transportation to travel one familiar route
	_____					
	_____					
Grocery Shopping	_____	_____	_____	_____	C06.01	Operates shopping cart
	_____	_____	_____	_____	C06.02	Finds item
	_____	_____	_____	_____	C06.03	Uses a grocery list
		_____	_____	_____	C06.04	Uses a shopping list
		_____	_____	_____	C06.05	Requests assistance
		_____	_____	_____	C06.06	Uses a calculator (no tax)
		_____	_____	_____	C06.09	Purchases item(s)
		_____	_____	_____	C06.10	Demonstrates appropriate shopping behavior

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STUDENT: _____

DOMAIN: COMMUNITY/SCHOOL

ACTIVITY:	SETTINGS: (Determine w. Parents)	Score/Date:	Score/Date:	Score/Date:	SKILL CLUSTER Curric. No.	Skill:
					C07.01	Purchases items totaling less than $5.00 using the next dollar strategy
					C07.02	Purchases items totaling less than $10.00 using the next dollar strategy
Discount/Variety Store Shopping	Community				C07.06	Locates item
					C07.07	Indicates product/service in store
					C07.08	Stops within budget
					C07.09	Demonstrates appropriate shopping behaviors
					C07.11	Determines best bargain
					C07.12	Purchases item(s)
Vending Machines					C08.01	Carries change in purse/wallet
					C08.02	Makes purchase with quarters
					C08.03	Determines exact change
					C08.04	Obtains item selected
					C08.05	Uses coin return
					C08.06	Requests change
					C08.07	Uses change machine
					C08.08	Demonstrates comprehension of "out of order" sign
Pay Telephone					C09.01	Uses coin slot
					C09.02	Dials/pushes button to dial number
					C09.03	Demonstrates comprehension of "out of order" sign
					C09.04	Delivers message
					C09.05	Waits while phone is being used by another
					C09.06	Requests directions to pay phone

o cannot do
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x taught/mastered

STUDENT: _____

DOMAIN: COMMUNITY/SCHOOL

ACTIVITY:	**SETTINGS:** (Determine w. Parents)	Score/Date:	Score/Date:	Score/Date:	**SKILL CLUSTER** Curric. No.	Skill:
Fast Food Restaurants	Burger King				C10.01	Waits to order
	Wendy's				C10.02	Places order
	Arby's				C10.03	Pays for order
	McDonald's				C10.04	Obtains utensils, locates seat
	Hardees					
	Baskin Robbins				C10.05	Budgets for meal
Sitdown Restaurants	_____				C11.02	Budgets for meal
	_____				C11.03	Places order
	_____				C11.04	Converses while waiting for order
					C11.05	Pays bill, leaves tip
Generic Services	_____				C14.01	Communicates personal information
	_____				C14.02	Shows identification card
					C14.03	Shows others identification cards
					C14.04	Carries ID cards
					C14.05	Communicates full name
					C15.01	Requests directions to public restroom
					C15.02	Communicates with others
					C15.03	Communicates medical/dental information
					C15.04	Names agency/service
					C15.06	Writes/stamps signature
Appropriate Behavior to Strangers	_____				C16.01	Indicates action to take if approached by stranger
	_____				C16.02	Discriminates stranger from familiar person
					C16.03	Indicates response to make if offered food, rides, and/or drugs from a stranger

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v teach
x taught/mastered

STUDENT: _____

DOMAIN: RECREATION/LEISURE

ACTIVITY:	SETTINGS: (Determine w. Parents)	Score/Date:	Score/Date:	Score/Date:	SKILL CLUSTER Curric. No.	Skill:
Exercise	Home Community				R01.01	Performs calisthenics
					R01.02	Walks
					R01.03	Jogs
Arts/Crafts					R03.01	Makes and displays products
					R03.02	Cleans work area
					R03.03	Voluntarily engages in craft work
Needlework					R04.01	Sews, knits, etc.
Gardening					R05.01	Performs gardening skills
					R05.02	Cares for indoor plants
Pet Care					R06.01	States how to care for pet
Reading for Leisure					R07.01	Reads newspaper
					R07.02	Reads magazines
					R07.03	Reads short story
					R07.04	Selects library book
					R07.05	Reads voluntarily
Written Activities					R08.01	Maintains scrapbook
					R08.02	Uses personal calendar
					R08.03	Dictates a letter
					R08.04	Uses an address book
Television					R09.02	Indicates choice of TV programs
					R09.03	Operates VCR
Radio					R10.01	Names music on radio
					R10.02	Selects preferred station
Records					R11.01	Listens to stereo
					R11.02	Plays record on stereo
					R11.03	Selects record
Tapes					R12.01	Operates cassette tape player
					R12.02	Uses head phones
					R12.03	Selects cassette tape

Scoring: + can do
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STUDENT: _____

DOMAIN: RECREATION/LEISURE

ACTIVITY:	**SETTINGS:** (Determine w. Parents)	Score/Date:	Score/Date:	Score/Date:	**SKILL CLUSTER** Curric. No.	Skill:
Card Games					R13.01	Plays card games
Board Games					R13.02	Plays board games
Table Games					R13.03	Plays table games
					R13.04	Demonstrates social skills
Team Sports					R14.01	Participates in team sports
School Functions					R15.03	Locates and purchases refreshments
					R15.04	Initiates conversation
					R16.01	Purchases ticket
					R16.03	Exhibits appropriate behavior
					R17.02	Participates in recreational club
					R17.03	Makes transportation arrangements
					R17.04	Allows time for activity
					R17.05	Initiates conversation
					R17.06	Participates in group decisions
Social Arrangements					R18.03	Makes arrangements for activity
					R19.01	Attends assemblies, theatrical performances
					R19.02	Communicates movie choice
					R19.03	Invites friend to movie
Community Activities:						
Bowling					R20.02	Communicates shoe size
					R20.03	Obtains ball
					R20.04	Waits turn to bowl
					R20.05	Pushes reset button
					R20.06	Returns ball and shoes
					R20.07	Pays for game(s)
Swimming					R21.01	Climbs in/out with ladder
					R21.02	Follows safety rules
					R21.03	Performs swimming activities

Scoring: + can do
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STUDENT: _____

DOMAIN: **RECREATION/LEISURE**

ACTIVITY:	**SETTINGS:** (Determine w. Parents)	Score/Date:	Score/Date:	Score/Date:	**SKILL CLUSTER** Curric. No.	Skill:
Personal Computer	_____	_____	_____	_____	R22.01	Uses a personal computer
Computerized Games	_____	_____	_____	_____	R22.02	Uses computerized games
Photography	_____	_____	_____	_____	R23.01	Operates a camera
		_____	_____	_____	R23.02	Loads film into camera
		_____	_____	_____	R23.03	Rewinds film in camera
		_____	_____	_____	R23.04	Takes film to be developed

Scoring: + can do
o cannot do
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x taught/mastered

STUDENT: _____

DOMAIN: VOCATIONAL

ACTIVITY:	**SETTINGS:** (Determine w. Parents)	Score/Date:	Score/Date:	Score/Date:	**SKILL CLUSTER** Curric. No.	Skill:
Time Management	_____	_____	_____	_____	V01.01	Indicates sequence of activities
	_____	_____	_____	_____	V01.02	Tells time on clock
		_____	_____	_____	V01.04	Indicates time of activities
		_____	_____	_____	V01.05	Sets alarm clock
		_____	_____	_____	V01.06	Takes a break
		_____	_____	_____	V01.07	Uses clock to follow schedule
		_____	_____	_____	V01.08	Indicates day of the week
		_____	_____	_____	V01.11	Uses a calendar
		_____	_____	_____	V01.12	Indicates days until activity
Work Habits	School	_____	_____	_____	V02.01	Attends school regularly
	_____	_____	_____	_____	V02.03	Reports to work at scheduled times
		_____	_____	_____	V02.04	Corrects mistakes
		_____	_____	_____	V02.05	Requests assistance
		_____	_____	_____	V02.06	Signals when finished
		_____	_____	_____	V02.07	Returns to work station
		_____	_____	_____	V02.08	Locates and brings supplies to work
		_____	_____	_____	V02.09	Maintains attention to task
		_____	_____	_____	V02.11	Completes job task
		_____	_____	_____	V02.12	Cares for materials
		_____	_____	_____	V02.13	Cleans and maintains work area
		_____	_____	_____	V02.14	Refrains from unnecessary socialization
		_____	_____	_____	V02.15	Reports broken materials
		_____	_____	_____	V02.16	Cooperates with co-worker
School Jobs	School	_____	_____	_____	V03.01	Performs work samples/ real work
	_____	_____	_____	_____	V03.02	Maintains average production rate
		_____	_____	_____	V03.03	Maintains low error rate
		_____	_____	_____	V03.04	Performs classroom jobs

Scoring: + can do
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STUDENT: _____

DOMAIN: VOCATIONAL

ACTIVITY:	SETTINGS: (Determine w. Parents)	Score/Date:	Score/Date:	Score/Date:	SKILL CLUSTER Curric. No.	Skill:
Custodial Duties	School _____	_____	_____	_____	V04.01	Performs school-based custodial duties
		_____	_____	_____	V04.02	Fills a vending machine
		_____	_____	_____	V04.03	Waters plants
		_____	_____	_____	V04.04	Cleans chalkboard erasers
Clerical Duties	School _____	_____	_____	_____	V05.01	Performs school-based clerical duties
		_____	_____	_____	V05.02	Sorts/rolls coins
		_____	_____	_____	V08.01	Works in school library

SECONDARY LEVEL LOCAL CATALOG

Sharon Guiltinan

SECONDARY LEVEL LOCAL CATALOGUE

Adapted from the Jessamine County Public Schools Secondary TMH Local Catalogue
Sharon Guiltinan, Author

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STUDENT: _____

DOMAIN: COMMUNITY/SCHOOL

ACTIVITY:	SETTINGS: (Determine w. Parents)	SKILL CLUSTER Score/Date:	Score/Date:	Score/Date:	Curric. No.	Skill:
Travel in School	_____	_____	_____	_____	C01.06	Participates in school activities
Street Crossing	_____	_____	_____	_____	C02.01	Uses a crosswalk
		_____	_____	_____	C02.02	Crosses uncontrolled streets
		_____	_____	_____	C02.03	Crosses streets with stop signs
		_____	_____	_____	C02.04	Crosses streets with lights
Walking around neighborhood	_____	_____	_____	_____	C03.01	Walks on sidewalk
		_____	_____	_____	C03.02	Walks on shoulders safely
		_____	_____	_____	C03.03	Walks familiar route for 5 blocks
		_____	_____	_____	C03.04	Walks safely around shopping center
		_____	_____	_____	C03.05	Reads functional signs
Riding in car	_____	_____	_____	_____	C04.01	Opens car door
		_____	_____	_____	C04.02	Closes car door
		_____	_____	_____	C04.03	Buckles seatbelt
		_____	_____	_____	C04.04	Gives directions
		_____	_____	_____	C04.05	Rides quietly
					C04.06	Adjusts car radio
Riding public transportation	_____	_____	_____	_____	C05.01	Uses public transportation to arrive at one destination.
		_____	_____	_____	C05.02	Uses public transportation to travel three familiar routes
		_____	_____	_____	C05.03	Uses public transto meet generalized transportation needs.

Scoring: + can do
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x taught/mastered

STUDENT: _____

DOMAIN: COMMUNITY/SCHOOL

ACTIVITY:	SETTINGS: (Determine w. Parents)	Score/Date:	Score/Date:	Score/Date:	SKILL CLUSTER Curric. No.	Skill:
Grocery Shopping	_____	_____	_____	_____	C06.01	Pushes a grocery cart
	_____	_____	_____	_____	C06.02	Matches item/picture
		_____	_____	_____	C06.03	Reads grocery list
		_____	_____	_____	C06.04	Finds correct brand/ size of items
		_____	_____	_____	C06.05	Asks for help
		_____	_____	_____	C06.06	Budgets nontaxable items
		_____	_____	_____	C06.07	Budgets taxable items
		_____	_____	_____	C06.08	Finds cheapest items
		_____	_____	_____	C06.09	Purchases items
		_____	_____	_____	C06.10	Displays appropriate shopping behavior
Shopping in discount/specialty store		_____	_____	_____	C07.01	Purchases items less than $5
	_____	_____	_____	_____	C07.02	Purchases items less than $10
		_____	_____	_____	C07.03	Purchases items lesser than $20
		_____	_____	_____	C07.04	Finds clothing size
		_____	_____	_____	C07.05	Tries on clothing
		_____	_____	_____	C07.06	Locates item
		_____	_____	_____	C07.07	Identifies types of items found in store
		_____	_____	_____	C07.08	Budgets money
		_____	_____	_____	C07.09	Displays appropriate shopping behavior
		_____	_____	_____	C07.10	Exchanges items
		_____	_____	_____	C07.11	Finds cheapest item
					C07.12	Pays for item
Using vending machines	_____	_____	_____	_____	C08.01	Carries change in wallet/purse/pocket
		_____	_____	_____	C08.02	Uses quarters only
		_____	_____	_____	C08.03	Uses exact change
		_____	_____	_____	C08.04	Selects item
		_____	_____	_____	C08.05	Uses coin return
		_____	_____	_____	C08.06	Asks for change
		_____	_____	_____	C08.07	Gets change from machine change slot
		_____	_____	_____	C08.08	Responds to "Out of Order" sign

Scoring: + can do
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STUDENT: _____

DOMAIN: **COMMUNITY/SCHOOL**

ACTIVITY:	**SETTINGS:** (Determine w. Parents)	Score/Date:	Score/Date:	**SKILL CLUSTER** Score/Date:	Curric. No.	Skill:
Using a pay phone	_____	_____	_____	_____	C09.01	Locates change for phone
	_____	_____	_____	_____	C09.02	Dials phone number
	_____	_____	_____	_____	C09.03	Responds to "Out of Order" sign
	_____	_____	_____	_____	C09.04	Uses the pay phone, i.e., speaking in a friendly tone, identify self, and state message.
	_____	_____	_____	_____	C09.05	Waits for pay phone
	_____	_____	_____	_____	C09.06	Asks where pay phone is located
Using fast food Restaurant	McDonalds	_____	_____	_____	C10.01	Waits in line
	Hardees	_____	_____	_____	C10.02	Places order
	Druthers	_____	_____	_____	C10.03	Pays
	Wendy's	_____	_____	_____	C10.04	Prepares to eat, i.e. locates condiments, finds a seat, eats appropriately and throws away trash.
	Ky Fried Chicken					
	_____	_____	_____	_____	C10.05	Stays in budget
		_____	_____	_____	C10.06/ D05.03	Uses restrooms
Using a restaurant	_____	_____	_____	_____	C11.01	Enters restaurant, i.e waits to be seated, communicates number in party, and section desired.
	_____					
		_____	_____	_____	C11.02	Selects meal, i.e., budgets money, and reads menu.
		_____	_____	_____	C11.03	Communicates order, i.e., answers questions about order.
		_____	_____	_____	C11.04	Waits for food, i.e., converses with peers and exhibits appropriate behavior.
		_____	_____	_____	C11.05	Pays, i.e., checks bill, leaves tip, pays bill, waits for change, and exits.

Scoring: + can do
o cannot do
v teach
x taught/mastered

STUDENT: _____

DOMAIN: **COMMUNITY/SCHOOL**

ACTIVITY:	**SETTINGS:** (Determine w. Parents)	Score/Date:	Score/Date:	**SKILL CLUSTER** Score/Date:	Curric. No.	Skill:
Using bank	_____	_____	_____	_____	C12.01	Signs check
		_____	_____	_____	C12.02	Cashes check, i.e. puts money away
		_____	_____	_____	C12.03	Identifies amount of check
		_____	_____	_____	C12.04	Deposits money
		_____	_____	_____	C12.05	Budgets for week/ month
Using laundromat	_____	_____	_____	_____	C13.01	Selects correct coins
		_____	_____	_____	C13.02	Locates empty machine
		_____	_____	_____	C13.03	Uses coin changer
		_____	_____	_____	C13.04	Operates washer/dryer
		_____	_____	_____	C13.05	Measures soap, softner and bleach
		_____	_____	_____	C13.06	Recognizes inoperable machines
Using generic services	_____	_____	_____	_____	C14.01	Gives personal identification
		_____	_____	_____	C14.02	Shows ID card
		_____	_____	_____	C14.03	Shows other ID cards
		_____	_____	_____	C14.04	Carries ID card
		_____	_____	_____	C14.05	Tells "first", "middle and "last" name
		_____	_____	_____	C15.01	Locates restrooms
		_____	_____	_____	C15.02	Communicates with others
		_____	_____	_____	C15.03	Communicates medical/dental information
		_____	_____	_____	C15.04	Identifies agencies for needed services
		_____	_____	_____	C15.05	Seeks help in the community
		_____	_____	_____	C15.06	Signs name
Appropriate behavior toward strangers	_____	_____	_____	_____	C16.02	Discriminates stranger from familiar persons
		_____	_____	_____	C16.03	Communicates not to accept food, rides, or drugs from strangers
		_____	_____	_____	C16.04	Says "NO" and walks away.

Scoring: + can do
o cannot do
v teach
x taught/mastered

STUDENT: _____

DOMAIN: **DOMESTIC**

ACTIVITY:	**SETTINGS:** (Determine w. Parents)	Score/Date:	Score/Date:	Score/Date:	**SKILL CLUSTER** Curric. No.	Skill:
Grooming	School Home	_____	_____	_____	D01.01	Showers on request
		_____	_____	_____	D01.02	Showers at home
		_____	_____	_____	D01.03	Uses a handkerchief when prompted
		_____	_____	_____	D01.04	Blows nose when needed
		_____	_____	_____	D01.05	Brushes teeth
		_____	_____	_____	D01.06	Brushes teeth at home independently
		_____	_____	_____	D01.07	Flosses teeth
		_____	_____	_____	D01.08	Uses mouthwash
		_____	_____	_____	D01.09	Washes/dries face
		_____	_____	_____	D01.10	Washes/dries hands
		_____	_____	_____	D01.11	Uses hand lotion
		_____	_____	_____	D01.12	Washes hands after toileting
		_____	_____	_____	D01.13	Flushes toilet after toileting
		_____	_____	_____	D01.14	Brushes/combs hair
		_____	_____	_____	D01.15	Shampoos hair
		_____	_____	_____	D01.16	Blows hair dry
		_____	_____	_____	D01.17	Shaves with an electric shaver
		_____	_____	_____	D01.18	Applies deodorant
		_____	_____	_____	D01.19	Cleans nails
		_____	_____	_____	D01.20	Trims nails
		_____	_____	_____	D01.21	Uses a mirror
		_____	_____	_____	D01.22	Applies cosmetics
		_____	_____	_____	D01.23	Brings all equipment
		_____	_____	_____	D01.23	Arrives in clean clothing daily
		_____	_____	_____	D01.25	Keeps up with belongings
		_____	_____	_____	D01.26	Carries personal belongings
		_____	_____	_____	D01.27	Keeps personal belongings clean
		_____	_____	_____	D01.28	Cleans personal space

Scoring: + can do
o cannot do
v teach
x taught/mastered

STUDENT: _____

DOMAIN: DOMESTIC

ACTIVITY:	SETTINGS: (Determine w. Parents)	Score/Date:	Score/Date:	Score/Date:	SKILL CLUSTER Curric. No.	Skill:
Dressing	School Home				D02.01	Puts on clothing
					D02.02	Takes off clothing
					D02.03	Unfastens/fastens clothing
					D02.04	Asks for assistance while dressing
					D02.05	Undresses at appropriate times
					D02.06	Dresses for weather
					D03.01	Coordinates outfits
Eating	School Home				D04.01	Uses a fork
					D04.02	Uses a spoon
					D04.03	Uses a knife
					D04.04	Drinks liquids
					D04.05	Drinks from straw
					D04.06	Uses napkin as needed
					D04.07	Takes appropriately sized bites
					D04.08	Converses appropriately at mealtime
					D04.09	Eats within allotted time
					D04.10	Displays appropriate manners
					D04.11	Goes through lunchline
					D04.12	Opens snack food packages
					D04.13	Opens soft drink cans/ bottles
Toileting	School Home				D05.01	Uses toilet on schedule
					D05.02	Uses toilet, i.e., adjusts clothing, flushes toilet, washes hands.
					D05.03	Initiates toileting needs

Scoring: + can do
o cannot do
v teach
x taught/mastered

STUDENT: _____

DOMAIN: DOMESTIC

ACTIVITY:	SETTINGS: (Determine w. Parents)	Score/Date:	Score/Date:	Score/Date:	SKILL CLUSTER Curric. No.	Skill:
		_____	_____	_____	D05.04	Exhibits appropriate behavior in the restroom, i.e., quiet voice, keeps hands to self, not staring at others, closing stall door, dressing/ undressing at appropriate times.
		_____	_____	_____	D05.05	Changes sanitary napkin
Using appliances/ Utensils	School Home	_____	_____	_____	D06.01	Identifies dangers of abusing utensils or appliances
		_____	_____	_____	D06.02	Safely handles cleaning agents
		_____	_____	_____	D06.03	Safely uses: stove toaster, oven, pans, mixer, can opener, coffee pot, scissors, garbage disposal, blender
		_____	_____	_____	D07.01	Cleans fruits and vegetables
		_____	_____	_____	D07.02	Uses a vegetable brush
		_____	_____	_____	D07.03	Stores food
		_____	_____	_____	D07.04	Demonstrates good personal hygiene when handling food
		_____	_____	_____	D07.05	Sets oven temperature
		_____	_____	_____	D07.06	Uses burners correctly
		_____	_____	_____	D07.07	Sets stove timer
Prepares meals	Home School	_____	_____	_____	D08.01	Names food from four food groups
		_____	_____	_____	D08.02	Plans meals to include all food groups
		_____	_____	_____	D08.03	Plans breakfast, lunch, dinner meals from items on hand

Scoring: + can do
o cannot do
v teach
x taught/mastered

STUDENT: _____

DOMAIN: DOMESTIC

ACTIVITY:	SETTINGS: (Determine w. Parents)	Score/Date:	Score/Date:	Score/Date:	SKILL CLUSTER Curric. No.	Skill:
					D08.04	Prepares 'no cook' breakfast
					D08.05	Prepares 'no cook' snacks
					D08.06	Prepares beverages
					D08.07	Cooks breakfast
					D08.08	Prepares 'no cook' lunch
					D08.09	Cooks lunch
					D08.10	Cooks dinner
					D08.11	Prepares meals for 2-4 people
					D08.12	Reads package directions
					D08.13	Follows picture recipe
					D08.14	Measures ingredients
					D08.15	Sets table
					D08.16	Cleans up after meals
Maintains clothing	School Home				D09.01	Sorts clothing
					D09.02	Uses automatic washer
					D09.03	Uses dryer
					D09.04	Folds/hangs clothes
					D09.05	Hangs clean clothes
					D09.06	Matches socks
					D09.07	Irons flat items
					D09.08	Irons complex items
					D09.09	Sews on buttons
					D09.10	Mends clothing
					D09.11	Puts away clean laundry
Cleans house/ Maintains house	School Home				D10.01	Dusts/polishes furniture
					D10.02	Sweeps floors
					D10.03	Vacuums
					D10.04	Washes/dries dishes
					D10.05	Cleans bathroom
					D10.06	Washes floors
					D10.07	Washes windows
					D10.08	Changes lightbulb
					D10.09	Straightens bedroom
					D10.10	Makes a bed
					D10.11	Empties trashcan

Scoring: + can do
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STUDENT: _____

DOMAIN: **DOMESTIC**

ACTIVITY:	**SETTINGS:** (Determine w. Parents)	Score/Date:	Score/Date:	Score/Date:	**SKILL CLUSTER** Curric. No.	Skill:
		_____	_____	_____	D10.12	Cleans table
		_____	_____	_____	D10.13	Mops floor
		_____	_____	_____	D10.14	Cleans spills
		_____	_____	_____	D10.15	Washes automobile exterior
		_____	_____	_____	D10.16	Cleans automobile interior
		_____	_____	_____	D10.17	Develops cleaning sequence
		_____	_____	_____	D10.18	Completes assigned jobs
Maintains outside area	School Home	_____	_____	_____	D11.01	Rakes leaves and mows grass
		_____	_____	_____	D11.02	Weeds
		_____	_____	_____	D11.03	Reads outdoor thermometer
		_____	_____	_____	D11.04	Dresses appropriate for temperature
Maintains home safety	Home School	_____	_____	_____	D12.01	Locks/unlocks doors and windows
		_____	_____	_____	D12.02	Discriminates which persons should be allowed into home
		_____	_____	_____	D12.03	Identifies dangerous substances
		_____	_____	_____	D12.04	Handles sharp tools safely
		_____	_____	_____	D12.05	Discriminates between safe and defective electrical cords
Following health and safety rules	_____	_____	_____	_____	D13.01	Identifies prescription drugs
		_____	_____	_____	D13.02	Knows when to seek medical attention
		_____	_____	_____	D13.03	Identifies situations requiring emergency medical attention

Scoring: + can do
o cannot do

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STUDENT: _____

DOMAIN: DOMESTIC

ACTIVITY:	SETTINGS: (Determine w. Parents)	Score/Date:	Score/Date:	Score/Date:	SKILL CLUSTER Curric. No.	Skill:
		_____	_____	_____	D13.04	Identifies ways to avoid spreading germs
		_____	_____	_____	D13.05	Treats minor cuts, bruises, and burns
		_____	_____	_____	D13.06	Treats common personal health care needs
		_____	_____	_____	D13.07	Treats sprained/ twisted ankle
		_____	_____	_____	D13.08	Identifies dangers of misusing substance
		_____	_____	_____	D13.09	Uses toxic substances safely
		_____	_____	_____	D13.10	Uses matches safely
Using a telephone	_____	_____	_____	_____	D14.01	Answers phone
		_____	_____	_____	D14.02	Reads message appropriately
		_____	_____	_____	D14.03	Dials phone
		_____	_____	_____	D14.04	Calls for assistance
		_____	_____	_____	D14.05	Calls to arrange activity
		_____	_____	_____	D14.06	Phones a friend
		_____	_____	_____	D14.07	Locates phone number
		_____	_____	_____	D14.08	Takes a message
		_____	_____	_____	D14.09	Writes telephone number
		_____	_____	_____	D14.10	Uses white pages
		_____	_____	_____	D14.11	Uses yellow pages
		_____	_____	_____	D14.12	Dials emergency number and asking for help

Scoring: + can do
o cannot do
v teach
x taught/mastered

STUDENT: _____

DOMAIN: DOMESTIC

ACTIVITY:	**SETTINGS:** (Determine w. Parents)	Score/Date:	Score/Date:	Score/Date:	**SKILL CLUSTER** Curric. No.	Skill:
Relating socially to family/friends	_____	_____	_____	_____	D15.01	Respects others' personal space
		_____	_____	_____	D15.02	Makes eye contact
		_____	_____	_____	D15.03	Smiles during socially exchanges
		_____	_____	_____	D15.04	Greets others
		_____	_____	_____	D15.05	Expands greeting
		_____	_____	_____	D15.06	Meets others with appropriate greeting
		_____	_____	_____	D15.07	Introduces others
		_____	_____	_____	D15.08	Initiates conversation
		_____	_____	_____	D15.09	Makes eye contact during conversation
		_____	_____	_____	D15.10	Speaks clearly
		_____	_____	_____	D15.11	Listens to another during a conversation
		_____	_____	_____	D15.12	Expresses leave taking
		_____	_____	_____	D15.13	Initiates leave taking
		_____	_____	_____	D15.14	Replies to the question "How are you?"
		_____	_____	_____	D15.15	Uses, "Please"
		_____	_____	_____	D15.16	Uses, "Thank you"
		_____	_____	_____	D15.17	Uses, "You are welcome"
		_____	_____	_____	D15.18	Uses, "No, thank you"
		_____	_____	_____	D15.19	Uses, "Excuse me"
		_____	_____	_____	D15.20	Apologizes to others
		_____	_____	_____	D15.21	Acknowledges compliment
		_____	_____	_____	D15.22	Asks before borrowing
		_____	_____	_____	D15.23	Thanks person for lending object
		_____	_____	_____	D15.24	Returns borrowed objects on time
		_____	_____	_____	D15.25	Apologizes for returning borrowed objects late
		_____	_____	_____	D15.26	Makes restitution for objects borrowed and damaged
		_____	_____	_____	D15.27	Relates appropriately to family and friends, avoiding prolonged touching, stroking, patting, or hugging
		_____	_____	_____	D15.28	Responds appropriately to unsuccessful interactions

Scoring: + can do
o cannot do
v teach
x taught/mastered

STUDENT: _____

DOMAIN: DOMESTIC

ACTIVITY:	**SETTINGS:** (Determine w. Parents)	Score/Date:	Score/Date:	Score/Date:	**SKILL CLUSTER** Curric. No.	Skill:
Displaying appropriate sexual behavior	_____	_____	_____	_____	D16.01	Identifies sex of self and others
		_____	_____	_____	D16.02	Finds appropriate restrooms
		_____	_____	_____	D16.03	Identifies male sexual anatomy
		_____	_____	_____	D16.04	Identifies female sexual anatomy
		_____	_____	_____	D16.05	Identifies private part of anatomy
		_____	_____	_____	D16.06	Identifies changes during male puberty
		_____	_____	_____	D16.07	Identifies changes during female puberty
		_____	_____	_____	D16.08	Identifies menstruation and hygiene rules
		_____	_____	_____	D16.09	Defines masturbation as private behavior
		_____	_____	_____	D16.10	Discriminates dating vs. friendship
		_____	_____	_____	D16.11	Discriminates appropriate vs. inappropriate affection
		_____	_____	_____	D16.12	Identifies responsibilities of marriage
		_____	_____	_____	D16.13	Defines sexual intercourse
		_____	_____	_____	D16.14	Defines pregnancy
		_____	_____	_____	D16.15	Identifies reasons for and means of birth control
		_____	_____	_____	D16.16	Defines rape
		_____	_____	_____	D16.17	Identifies illegal sexual activities
		_____	_____	_____	D16.19	Defines venereal disease

Scoring: + can do
o cannot do
v teach
x taught/mastered

STUDENT: _____

DOMAIN: **DOMESTIC**

ACTIVITY:	**SETTINGS:** (Determine w. Parents)	Score/Date:	Score/Date:	Score/Date:	**SKILL CLUSTER** Curric. No.	Skill:
Respecting others	_____	_____	_____	_____	D17.01	Knocks on closed door
		_____	_____	_____	D17.02	Delivers sealed envelope
		_____	_____	_____	D17.03	Thanks others for waiting
		_____	_____	_____	D17.04	Apologizes for being late
		_____	_____	_____	D17.05	Listens to others
		_____	_____	_____	D17.06	Shares with others
		_____	_____	_____	D17.07	Shows empathy for others
		_____	_____	_____	D17.08	Congratulates others
		_____	_____	_____	D17.09	Wins gracefully
		_____	_____	_____	D17.10	Helps others
		_____	_____	_____	D17.11	Gets help for others
		_____	_____	_____	D17.12	Shows concern for others
		_____	_____	_____	D17.13	Shares space and appliances

Scoring: + can do
o cannot do
v teach
x taught/mastered

STUDENT: _____

DOMAIN: RECREATION/LEISURE

ACTIVITY:	SETTINGS: (Determine w. Parents)	Score/Date:	Score/Date:	Score/Date:	SKILL CLUSTER Curric. No.	Skill:
Exercising	_____	_____	_____	_____	R01.01	Performs calisthenics
		_____	_____	_____	R01.02	Walks
		_____	_____	_____	R01.03	Jogging
		_____	_____	_____	R01.04	Performs aerobics
Losing weight	_____	_____	_____	_____	R02.01	Diets
		_____	_____	_____	R02.02	Uses scales to weigh
		_____	_____	_____	R02.03	Identifies foods low in calories
Participating in arts/crafts projects	_____	_____	_____	_____	R03.01	Completes projects with art media
		_____	_____	_____	R03.02	Cleans up work area
		_____	_____	_____	R03.03	Engages in arts/crafts during non-working periods
Sewing	_____	_____	_____	_____	R04.01	Crochets
		_____	_____	_____	"	Embroiders
		_____	_____	_____	"	Knits
		_____	_____	_____	"	Uses sewing machine
		_____	_____	_____	"	Hand sews
		_____	_____	_____	"	Candlewicks
Gardening	_____	_____	_____	_____	R05.01	Plants
		_____	_____	_____	"	Waters
		_____	_____	_____	"	Prunes
		_____	_____	_____	"	Weeds
		_____	_____	_____	"	Controls insects
		_____	_____	_____	"	Fertilizes
		_____	_____	_____	"	Harvests
Indoor gardening	_____	_____	_____	_____	R05.02	Waters
		_____	_____	_____	"	Exposes to sun
		_____	_____	_____	"	Fertilizes
		_____	_____	_____	"	Controls insects
		_____	_____	_____	"	Identifies signs of unhealthy plants
		_____	_____	_____	"	Repots
Caring for pets	_____	_____	_____	_____	R06.01	Feeds
		_____	_____	_____	"	Grooms
		_____	_____	_____	"	Walks pets
		_____	_____	_____	"	Changes bedding
		_____	_____	_____	"	Identifies signs of sickness

Scoring: + can do
o cannot do
v teach
x taught/mastered

STUDENT: _____

DOMAIN: RECREATION/LEISURE

ACTIVITY:	**SETTINGS:** (Determine w. Parents)	Score/Date:	Score/Date:	Score/Date:	**SKILL CLUSTER** Curric. No.	Skill:
Leisure time reading	_____	_____	_____	_____	R07.01	Reads newspaper
		_____	_____	_____	R07.02	Reads magazine
		_____	_____	_____	R07.03	Reads simple stories
		_____	_____	_____		Uses public library
		_____	_____	_____	R07.04	Reads age-appropriate materials
		_____	_____	_____	R07.05	Reads age-appropriate books/comprehending plot
Leisure time writing	School Library	_____	_____	_____	R08.01	Keeps a memory book
		_____	_____	_____	R08.02	Keeps dates in a personal calendar
		_____	_____	_____	R08.03	Writes letters to friends and family
		_____	_____	_____	R08.04	Addresses envelopes
Operating T.V.	_____	_____	_____	_____	R09.01	Watches local news
		_____	_____	_____	R09.02	Uses a T.V. guide to select programs and find correct channels
		_____	_____	_____	R09.03	Operates a VCR, i.e., inserts tape, pushes play, stop, REW, FF, as necessary, ejects tape, stores in box when finished.
Operating radio	_____	_____	_____	_____	R10.01	Identifies program or station
		_____	_____	_____	R10.02	Tunes to preferred station
Operating a stereo	_____	_____	_____	_____	R11.01	Listens to the stereo
		_____	_____	_____	R11.02	Listens to age-appropriate music on the stereo
		_____	_____	_____	R11.03	Selects age-appropriate records

Scoring: + can do
o cannot do
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x taught/mastered

STUDENT: _____

DOMAIN: RECREATION/LEISURE

ACTIVITY:	**SETTINGS:** (Determine w. Parents)	Score/Date:	Score/Date:	Score/Date:	**SKILL CLUSTER** Curric. No.	Skill:
Operating cassette tape player	_____	_____	_____	_____	R12.01	Operates a cassette tape player, i.e., inserts tape, pushes play, FF, REW, stop, eject, as needed
		_____	_____	_____	R12.02	Plays age-appropriate music
		_____	_____	_____	R12.03	Uses function buttons correctly
Playing card/board games		_____	_____	_____	R13.01	Plays card games
		_____	_____	_____	R13.02	Plays board games
		_____	_____	_____	R13.03	Plays table games: pool, ping pong
		_____	_____	_____	R13.04	Uses appropriate social skills, i.e. invites others to play, takes turns, follows the rules, and shows good sportsmanship
Participating in team sports	_____	_____	_____	_____	R14.01	Participates in team sporting events, co-operate with coaches and team members, attends practices and games regularly
Participating in school dances	_____	_____	_____	_____	R15.01	Buys ticket(s) for dance
		_____	_____	_____	R15.02	Asks or accepts invitation to slow dance with member of opposite sex
		_____	_____	_____	R15.03	Buys refreshments
		_____	_____	_____	R15.04	Initiates conversations
		_____	_____	_____	R15.05	Follows rhythm of music (slow movements to slow music, ect.)

Scoring: + can do
o cannot do
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x taught/mastered

STUDENT: _____

DOMAIN: RECREATION/LEISURE

ACTIVITY:	**SETTINGS:** (Determine w. Parents)	Score/Date:	Score/Date:	Score/Date:	**SKILL CLUSTER** Curric. No.	Skill:
Attending sports events	_____	_____	_____	_____	R16.01	Attends school sporting events, purchases ticket, finds a seat on home side
		_____	_____	_____	R16.02	Identifies basic rules of the following team sports: basketball, football, soccer and track.
		_____	_____	_____	R16.03/ C01.06	Cheers at appropriate times
		_____	_____	_____	R15.03	Locates and buys refreshments
		_____	_____	_____	R16.04 D05.03	Locates and uses restrooms
Participating in school sponsored clubs		_____	_____	_____	R17.01	Attends school sponsored club meetings
		_____	_____	_____	R17.02	Attends recreational club meetings
		_____	_____	_____	R17.03	Arranges for a ride home
		_____	_____	_____	R17.04	Completes assigned jobs
		_____	_____	_____	R17.05 D15.05	Converses with peers
		_____	_____	_____	R17.06	Contributes to group decisions
Arranging activity in community with friends	_____	_____	_____	_____	R18.01	Identifies local places for amusement
		_____	_____	_____	R18.02	Identifies equipment needed
		_____	_____	_____	R18.03	Arranges activity at a local public rec. facility with a friend, setting the date, time, place and activity; deciding on materials and money needed; and transportation to and from activity

Scoring: + can do
o cannot do
v teach
x taught/mastered

STUDENT: _____

DOMAIN: **RECREATION/LEISURE**

ACTIVITY:	**SETTINGS:** (Determine w. Parents)	Score/Date:	Score/Date:	Score/Date:	**SKILL CLUSTER** Curric. No.	Skill:
Attending a movie, theatre or other community performance	_____	_____	_____	_____	R19.01	Demonstrates behavior appropriate for circumstance, i.e. sits quietly, attends to performance, and applauds when appropriate
	_____	_____	_____	_____	R19.02	Selects choice of age appropriate movie, i.e., determines time/cost and theatre
		_____	_____	_____	R19.03	Invites a friend to a movie, including buying a ticket, refreshments, using public restrooms, finding exits and exhibiting approp. behavior
Bowling	_____	_____	_____	_____	R20.01	Invites a friend to go bowling
		_____	_____	_____	R20.03	Rents shoes
		_____	_____	_____	R20.04	Finds ball and empty lane
		_____	_____	_____	R20.05	Plays game
		_____	_____	_____	R20.06	Uses reset button as needed, helps keep score and returns equipment when finished
		_____	_____	_____	R20.07	Returns ball and shoes
		_____	_____	_____	R20.08	Pays for game(s)
		_____	_____	_____	R15.03	Buys refreshments
		_____	_____	_____	R20.08/ D05.03	Locates and uses public restrooms
Swimming		_____	_____	_____	R21.01	Uses a ladder
		_____	_____	_____	R21.02	Follows safety rules
		_____	_____	_____	R21.03	Participates in: floating, diving, jumping from diving board

Scoring: + can do
o cannot do
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STUDENT: _____

DOMAIN: RECREATION/LEISURE

ACTIVITY:	SETTINGS: (Determine w. Parents)	Score/Date:	Score/Date:	Score/Date:	SKILL CLUSTER Curric. No.	Skill:
Using computers					R22.01	Operates personal computer
					R22.02	Uses computerized games, inserting and taking out cartridge, turning on/off game, and manipulating controls
Photography					R23.01	Operates camera, i.e., polaroid land camera, disk camera, 110 mm, camera, 135 mm camera
					R23.02	Loads film and inserts flash
					R23.03	Unloads film
					R23.04	Takes film to be developed
					R23.05	Picks up developed film
					R23.06	Displays pictures
Roller Skating					R24.01	Prepares to skate, i.e. requests and rents appropriate skates, puts skates on, skates with traffic, maintains safe speed, removing and returning skates when finished.
Fishing					R25.01	Participates in fishing routine
Non-motorized cycles					R26.01	Operates 3-wheeled vehicles
					R27.01	Operates 2-wheeled vehicles
Motorized cycles					R28.01	Operates all-terrain vehicles, i.e. wears safety equipment and observes safety rules
Skateboarding					R29.01	Rides a skateboard

Scoring: + can do
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STUDENT: _____

DOMAIN: RECREATION/LEISURE

ACTIVITY:	**SETTINGS:** (Determine w. Parents)	Score/Date:	Score/Date:	Score/Date:	**SKILL CLUSTER** Curric. No.	Skill:
Video Rental		_____	_____	_____	R30.01	Rents age-appropriate movie
		_____	_____	_____	R30.02	Returns movie on time
Horseback riding		_____	_____	_____	R31.01	Mounts the horse
		_____	_____	_____	R31.02	Rides a led horse
		_____	_____	_____	R31.03	Rides horse independently
		_____	_____	_____	R31.04	Dismounts horse
		_____	_____	_____	R31.05	Grooms horse

Scoring: + can do
o cannot do
v teach
x taught/mastered

STUDENT: _____

DOMAIN: VOCATIONAL

ACTIVITY:	**SETTINGS:** (Determine w. Parents)	Score/Date:	Score/Date:	Score/Date:	**SKILL CLUSTER** Curric. No.	Skill:
Following Time	School				V01.01	Sequences daily activities
					V01.02	Tells time to the nearest 5 minutes
	Community job:				V01.03	Tells time
	_____				V01.04	Identifies time of activities
					V01.05	Sets alarm
					V01.06	Takes break on time
					V01.07	Arrives on time for activities
					V01.08	Keeps weekly schedule
					V01.09	Uses time clock
					V01.10	Writes date
					V01.11	Uses calendar to locate date
					V01.12	Identifies number of days/weeks until specific event
Work Maturity	School				V02.01	Attends regularly (< 1 absence per month)
	Community job:				V02.02	Notifies supervisor when absent
	_____				V02.03	Is punctual
					V02.04	Accepts criticism
					V02.05	Asks for assistance when needed
					V02.06	Signals when task is completed
					V02.07	Reports promptly to work station
					V02.08	Gets supplies
					V02.09	Maintains attention on job
					V02.10	Works _____ hours without break
					V02.11	Completes job within allotted time
					V02.12	Cares for materials properly
					V02.13	Cleans up work area
					V02.14	Works without disturbing others
					V02.15	Reports breakage
					V02.16	Cooperates with peers/employer
					V02.17	Handles job emergencies

Scoring: + can do
o cannot do
v teach
x taught/mastered

STUDENT: _____

DOMAIN: VOCATIONAL

ACTIVITY:	**SETTINGS:** (Determine w. Parents)	Score/Date:	Score/Date:	Score/Date:	**SKILL CLUSTER** Curric. No.	Skill:
Working in Workshop Job					V03.01	Sorts
					"	Assembles 3+ items
	Community Site				"	Packages items
	Classroom				"	Collates
					"	Files
					"	Staples
					"	Folds letters
					"	Stuffs envelopes
					"	Puts on labels
					"	Measures
					"	Cuts
					"	Uses heat sealer
					"	Uses hand tools
					V03.02	Maintains at least _____% regular production rate
					V03.03	Works with less than _____% errors
In-School Work Stations:					V04.01	Sweeps
Custodial					"	Wipes tables
	Offices				"	Picks up trash
	Hallways				"	Vacuums
	Classrooms				"	Cleans water fountains
	Grounds				"	Washes windows
					"	Mops floors
					"	Cleans sinks
					"	Cleans toilets
					"	Wipes walls
					"	Cleans boards
Clerical	Offices				V05.01	Files
					"	Answers phones
					"	Delivers messages
					"	Replaces supplies
					"	Collects attendance envelopes
					"	Sorts mail
					"	Meters mail
Cafeteria	Kitchen				V06.01	Cleans off tables
	Eating area				"	Sweeps floors
					"	Cleans off chairs
					"	Scraps dishes/trays
					"	Puts dishes/trays through washer
					"	Puts dishes/trays away
					"	Washes/dries dishes

Scoring: + can do
o cannot do
v teach
x taught/mastered

STUDENT: _____

DOMAIN: VOCATIONAL

ACTIVITY:	**SETTINGS:** (Determine w. Parents)	Score/Date:	Score/Date:	Score/Date:	**SKILL CLUSTER** Curric. No.	Skill:
Groundskeeping	Surrounding school property				V07.01	Picks up trash
					"	Rakes
	Football field and bleachers				"	Mows area
					"	Trims grass
					"	Waters grass/flowers
					"	Sweeps walk
					"	Plants flowers
					"	Weeds flower beds
Working in Library	_____				V08.01	Straightens magazine
					"	Stamps books
					"	Dusts shelves
					"	Cleans windows
					"	Vacuums carpet
					"	Straightens tables/chairs
					"	Cleans tables/chairs
Community Work Stations:					V09.01	Works in community with supervision
					V09.02	Works in community for minimum wage
Working at a					_____	Brings book for storytime
					_____	Reads book to group
					_____	Passes out napkins and cookies at snack
					_____	Pours juice and passes out snack
					_____	Assists with activities
					_____	Plays with preschoolers
Working in Grocery Store					_____	Stocks shelves
					_____	Faces shelves
					_____	Prices
					_____	Weighs produce
	_____				_____	Waters produce
					_____	Throws out rotten produce
					_____	Sacks groceries
					_____	Carries out groceries
Working at Medical Center	_____				_____	Files charts by no.
					_____	Files cards alphabetically
					_____	Answers phones
					_____	Does light cleaning
					_____	Stocks

Scoring: + can do
o cannot do
v teach
x taught/mastered

STUDENT: _____

DOMAIN: VOCATIONAL

ACTIVITY:	**SETTINGS:** (Determine w. Parents)	Score/Date:	Score/Date:	Score/Date:	**SKILL CLUSTER** Curric. No.	Skill:
Working at School Bus Garage	School bus garage					Washes busses
						Cleans inside bus
						Replaces headlights
						Gasses up busses
						Cleans bus garage
						Picks up trash
Working at Courthouse	Courthouse					Performs janitorial tasks
						Keeps grounds
						Assists clerk
						Xeroxes
						Files
						Microfiches
Working at Police Station	Police office					Pulls files
						Does light cleaning
						Takes care of uniforms
						Files
Working as Apprentice Fireman	Fire station					Cleans off hoses
						Wraps up hoses
						Cleans equipment
						Checks fire extinguishers
Working in Beauty shop	_____					Does light cleaning
						Folds towels
						Assists beautician
Working in Office	Central office _____					Counts money from vending machine
						Stamps books
						Xeroxes
						Collates
						Puts on labels
						Does light cleaning
						Counts out testing books for county
Working in Local Church	_____					Stuffs bulletins
						Places prayer books in pews
						Does light cleaning
						Straightens pews
						Takes used bulletins out of hymnals

Scoring:
+ can do
o cannot do
v teach
x taught/mastered

STUDENT: _____

DOMAIN: VOCATIONAL

ACTIVITY:	**SETTINGS:** (Determine w. Parents)	Score/Date:	Score/Date:	Score/Date:	**SKILL CLUSTER** Curric. No.	Skill:
Working in Fast Food Restaurant	_____	_____	_____	_____	_____	Wipes off tables
		_____	_____	_____	_____	Cleans windows
		_____	_____	_____	_____	Sweeps floors
		_____	_____	_____	_____	Mops up spills
		_____	_____	_____	_____	Takes out trash
		_____	_____	_____	_____	Cleans off trays
		_____	_____	_____	_____	Cleans out restrooms
		_____	_____	_____	_____	Picks up trash outside
		_____	_____	_____	_____	Fills orders for waiters
Working in Sitdown Restaurant	_____	_____	_____	_____	_____	Busses tables
		_____	_____	_____	_____	Fills salad bar
		_____	_____	_____	_____	Makes coffee
		_____	_____	_____	_____	Pours coffee
		_____	_____	_____	_____	Cleans windows
		_____	_____	_____	_____	Cleans restrooms
		_____	_____	_____	_____	Washes dishes
		_____	_____	_____	_____	Stocks
		_____	_____	_____	_____	Vacuums
Working at a Mall Foodcourt	_____	_____	_____	_____	_____	Cleans tables
	_____	_____	_____	_____	_____	Straightens tables and chairs
		_____	_____	_____	_____	Collects dirty trays
		_____	_____	_____	_____	Wipes dirty trays
		_____	_____	_____	_____	Returns clean trays
Working at a Bank	_____	_____	_____	_____	_____	Stuffs envelopes
		_____	_____	_____	_____	Separates perforated forms
Working at Horse Farm		_____	_____	_____	_____	Sweeps
		_____	_____	_____	_____	Mucks stables
	_____	_____	_____	_____	_____	Fills and carries water buckets
		_____	_____	_____	_____	Carries straw and hay
		_____	_____	_____	_____	Limes stables
		_____	_____	_____	_____	Prepares bedding
		_____	_____	_____	_____	Grooms horses
		_____	_____	_____	_____	Cleans tack
Working at Tobacco Farm	_____	_____	_____	_____	_____	Plants
		_____	_____	_____	_____	Cuts and strips
		_____	_____	_____	_____	Hangs to dry

Scoring: + can do
o cannot do
v teach
x taught/mastered

STUDENT: _____

DOMAIN: VOCATIONAL

ACTIVITY:	SETTINGS: (Determine w. Parents)	Score/Date:	Score/Date:	Score/Date:	SKILL CLUSTER Curric. No.	Skill:
Working at Hospital	_____	_____	_____	_____	_____	Works in records
		_____	_____	_____	_____	Works in laundry
		_____	_____	_____	_____	Works in housekeeping
		_____	_____	_____	_____	Works in dietary
		_____	_____	_____	_____	Works in office
		_____	_____	_____	_____	Works in supply
		_____	_____	_____	_____	Assists in grounds-keeping
Working at a Factory	_____	_____	_____	_____	_____	Maintains production/ accuracy criteria
		_____	_____	_____	_____	Follows safety procedures
		_____	_____	_____	_____	Follows work, break, and lunch schedules
		_____	_____	_____	_____	Interacts approp. with co-workers
Finding a Job	_____	_____	_____	_____	V10.01	Identifies local rehab. agencies
		_____	_____	_____	V10.02	Identifies skills in area of voc. interest
		_____	_____	_____	V10.03	Identifies employer in area of voc. interest
		_____	_____	_____	V10.04	Displays appropriate job interview skills
		_____	_____	_____	V10.05	Seeks assistance of supervisor or job counselor when job problems arise
		_____	_____	_____	V10.06	Completes job application

SAMPLE SHORT-TERM OBJECTIVES BY DOMAIN

Sharon Guiltinan, Melissa Hudson,
Stephanie Godby, Stacie Meyer

COMMUNITY/SCHOOL INSTRUCTIONAL OBJECTIVES

8424

COMMUNITY/SCHOOL INSTRUCTIONAL OBJECTIVES

(ADAPTED FROM JESSAMINE COUNTY CURRICULUM FOR STUDENTS WITH MODERATE AND SEVERE HANDICAPS, SHARON GUILTINAN, AUTHOR).

C01.01: WHEN WALKING TO/FROM THE SCHOOL BUS, THE STUDENT WILL INDEPENDENTLY MOVE THROUGH THE HALLS OF THE SCHOOL DIRECTLY FROM/TO THE STUDENT'S CLASSROOM WHILE EXHIBITING PROPER BEHAVIOR.
CRITERIA: 10/10 CORRECT AND UNASSISTED PROBES THROUGH THE HALLS FOLLOWING THE SHORTEST ACCEPTABLE ROUTE.

C01.02: AFTER INDICATING TO THE INSTRUCTOR THE NEED TO TOILET, THE STUDENT WILL INDEPENDENTLY WALK TO THE APPROPRIATE RESTROOM WHILE EXHIBITING PROPER BEHAVIOR.
CRITERIA: ONE SCHOOL WEEK (5 DAYS) OF INDEPENDENTLY MOVING TO AND FROM THE RESTROOM FOLLOWING THE SHORTEST ACCEPTABLE ROUTE.

C01.03: WHEN PRESENTED WITH THE NEED TO MOVE TO ANOTHER ROOM IN THE SCHOOL (SPECIALS, CAFETERIA, OFFICE, AND/OR THERAPIES, THE STUDENT WILL INDEPENDENTLY MOVE TO/FROM THE ROOMS WHILE EXHIBITING PROPER BEHAVIOR.
CRITERIA: ONE SCHOOL WEEK (5 DAYS) OF INDEPENDENTLY MOVING TO/FROM THE APPROPRIATE ROOM FOLLOWING THE SHORTEST ACCEPTABLE ROUTE.

C01.04: THE STUDENT WILL WALK IN A CLASS LINE, ____/____ CORRECT AND UNASSISTED PROBES, OVER _____ DAYS/WEEKS.

C01.05: THE STUDENT WILL IDENTIFY SIGNIFICANT SCHOOL PERSONNEL BY NAME AND FUNCTION, COMPLETING ____/____ PROBES CORRECTLY WITH NO PROMPTS.

C01.06: THE STUDENT WILL PARTICIPATE IN SCHOOL-WIDE ACTIVITIES, INCLUDING ASSEMBLIES, BY EXHIBITING APPROPRIATE BEHAVIOR, I.E., SIT/STAND AS APPROPRIATE, CLAP/CHEER AS APPROPRIATE, REFRAIN FROM TOUCHING OTHERS, ETC.
CRITERIA: AT LEAST _____% OF THE TIME ALLOTTED FOR EACH ACTIVITY.
SPECIFY TARGET OCCASION(S):_____ DESCRIBE APPROPRIATE BEHAVIOR FOR ACTIVITY _____

C01.07: THE STUDENT WILL DELIVER NOTES, MESSAGES, LUNCH COUNT, ATTENDANCE, ETC., TO THE APPROPRIATE PLACE IN THE SCHOOL BUILDING COMPLETING ____/____ CORRECT AND UNASSISTED PROBES.
CRITERIA: OVER _____ CONSECUTIVE DAYS/WEEKS.

C02.01: WHEN CROSSING STREETS MARKED BY A CROSSWALK THE STUDENT WILL LOCATE THE CROSSWALK AND WALK BETWEEN THE LINES UNTIL SAFELY ACROSS THE STREET.
CRITERIA: 5/5 CORRECT & UNASSISTED PROBES ACROSS NON-TRAINED STREETS, 5 CONSECUTIVE DAYS.

C02.02: WHEN CROSSING UNCONTROLLED STREETS THE STUDENT WILL STOP AT THE CORNER, LOOK IN BOTH DIRECTIONS, AND CROSS ONLY IF THERE ARE NO CARS FOR ONE BLOCK IN BOTH DIRECTIONS WHILE CONTINUING TO WATCH FOR CARS WHILE CROSSING.
CRITERIA: 5/5 CORRECT & UNASSISTED PROBES ACROSS NON-TRAINED STREETS, 5 CONSECUTIVE DAYS.

C02.03: WHEN CROSSING STREETS CONTROLLED BY STOP SIGNS, THE STUDENT WILL STOP AT THE CORNER, LOOK IN BOTH DIRECTIONS AND CROSS ONLY IF THE CARS ARE SLOWING TO STOP, HAVE JUST STOPPED, OR THERE ARE NO CARS FOR ONE BLOCK IN BOTH DIRECTIONS ON THE STREET BEING CROSSED.
CRITERIA: 5/5 CORRECT & UNASSISTED PROBES ACROSS NON-TRAINED STREETS, 5 CONSECUTIVE DAYS.

C02.04: WHEN CROSSING STREETS CONTROLLED BY LIGHTS, THE STUDENT WILL STOP AT THE CORNER, WAIT UNTIL THE LIGHT FACING THE STUDENT TURNS GREEN AND/OR THE WALK SIGN LIGHTS, LOOK BOTH WAYS AND SAFELY CROSS THE STREET.
CRITERIA: 5/5 CORRECT & UNASSISTED PROBES ON NON-TRAINED STREETS, 5 CONSECUTIVE DAYS.

C03.01: WHEN WALKING AT LEAST ONE BLOCK ON THE SIDEWALK, THE STUDENT WILL STAY ON THE SIDEWALK, EXHIBIT APPROPRIATE BEHAVIOR, AND NOT STEP ONTO ROADS, LAWNS, OR PRIVATE PROPERTY.
CRITERIA: 5/5 CORRECT & UNASSISTED PROBES ON NON-TRAINED SIDEWALKS.

C03.02: WHEN THERE ARE NO SIDEWALKS, THE STUDENT WILL WALK ON THE SHOULDER OF THE ROAD, FACING TRAFFIC, WHILE EXHIBITING APPROPRIATE BEHAVIOR.
CRITERIA: 5/5 CORRECT & UNASSISTED PROBES IN NON-TRAINED AREAS WITH NO SIDEWALKS.

C03.03: THE STUDENT WILL WALK A FAMILIAR ROUTE SAFELY AND INDEPENDENTLY TO A DESTINATION AT LEAST 5 BLOCKS AWAY, CROSSING STREETS, IF NECESSARY, AND MAKING NO WRONG TURNS.
CRITERIA: 5/5 CORRECT & UNASSISTED PROBES FOR EACH ROUTE TRAINED.

C03.04: THE STUDENT WILL WALK AROUND A SHOPPING CENTER SAFELY, WATCHING FOR TRAFFIC, AND OTHER PEDESTRIANS, AND STAY IN DESIGNATED AREAS.
CRITERIA: 5/5 CORRECT ON UNASSISTED PROBES OVER 5 DAYS.

C03.05: THE STUDENT WILL READ AND COMPREHEND AT LEAST _____ FUNCTIONAL SIGNS ENCOUNTERED ON A REGULAR BASIS IN THE COMMUNITY.
CRITERIA: AT LEAST _____% ACCURACY ON SELECTED SIGNS OVER _____ COMMUNITY SESSIONS.

C04.01: WHEN PREPARING TO RIDE IN A CAR, THE STUDENT WILL INDEPENDENTLY MOVE TO THE CAR DOOR, LOCATE THE HANDLE, AND PULL THE DOOR OPEN.
CRITERIA: ____/____ CORRECT AND UNASSISTED PROBES ON _____ UNTRAINED CARS.

C04.02: AFTER EVERYONE RIDING IN THE CAR HAS SAFELY EXITED, THE STUDENT WILL INDEPENDENTLY PUSH THE CAR DOOR CLOSED UNTIL IT SEALS.
CRITERIA: ____/____ CORRECT AND UNASSISTED PROBES ON _____ UNTRAINED CARS.

C04.03: WHEN RIDING IN A CAR, THE STUDENT WILL LOCATE AND BUCKLE A SEAT BELT INDEPENDENTLY AND REMAIN BUCKLED UNTIL THE CAR MOTOR STOPS AND IT IS TIME TO EXIT THE CAR.
CRITERIA: ____/____ CORRECT & UNASSISTED PROBES IN AT LEAST _____ DIFFERENT CARS.

C04.04: WHEN RIDING IN A CAR ON A ROUTE FAMILIAR TO THE STUDENT, THE STUDENT WILL GIVE LEFT/RIGHT DIRECTIONS TO THE DRIVER TO GET TO THE DESTINATION.
CRITERIA: ____/____ CORRECT AND UNASSISTED PROBES ON ROUTES WHERE THERE ARE AT LEAST ONE LEFT TURN AND ONE RIGHT TURN.

C04.05: WHEN RIDING IN A CAR, THE STUDENT WILL SPEAK IN NORMAL CONVERSATION TONES AND KEEP HIS/HER HANDS TO HIM/HERSELF IN A SOCIALLY ACCEPTABLE POSITION.
CRITERIA: ____/____ CORRECT AND UNASSISTED PROBES OVER _____ INSTANCES OF RIDING IN THE CAR.

C04.06: WHEN RIDING IN THE FRONT SEAT OF THE CAR AND WITH THE DRIVER'S PERMISSION, THE STUDENT WILL TURN THE RADIO ON, FIND A STATION ACCEPTABLE TO ALL PASSENGERS, KEEP THE VOLUME AT A REASONABLE LEVEL, AND TURN THE RADIO OFF WHEN THE DESTINATION IS REACHED.
CRITERIA: ____/____ CORRECT AND UNASSISTED PROBES OVER _____ INSTANCES OF RIDING IN THE CAR..

C05.01: THE STUDENT WILL USE PUBLIC TRANSPORTATION TO ARRIVE AT ONE DESTINATION, I.E., A WORK SIGHT, COMPLETING 100% OF THE TASK ANALYZED STEPS INCLUDING: ENTERING THE CORRECT BUS, PAYING THE FARE, LOCATING A SEAT, AND EXITING AT THE CORRECT STOP.
CRITERIA: ____/____ CORRECT AND UNASSISTED PROBES OVER _____ SESSIONS.

C05.02: THE STUDENT WILL USE PUBLIC TRANSPORTATION TO ARRIVE AT THREE FAMILIAR ROUTES, I.E., A WORK SITE, A SHOPPING SITE, AND A RECREATIONAL/LEISURE SITE, COMPLETING 100% OF THE TASK ANALYZED STEPS INCLUDING: ENTERING THE CORRECT BUS, PAYING THE FARE, LOCATING A SEAT, AND EXITING AT THE CORRECT STOP.
CRITERIA: ____/____ CORRECT AND UNASSISTED PROBES OVER _____ SESSIONS.

C05.03: THE STUDENT WILL USE PUBLIC TRANSPORTATION FOR GENERAL TRANSPORTATION NEEDS IN HIS COMMUNITY, COMPLETING 100% OF THE TASK ANALYZED STEPS INCLUDING: ENTERING THE CORRECT BUS, PAYING THE FARE, LOCATING A SEAT, AND EXITING AT THE CORRECT STOP.
CRITERIA: ____/____ CORRECT AND UNASSISTED PROBES OVER _____ SESSIONS.

C06.01: THE STUDENT WILL ENTER THE GROCERY STORE, OBTAIN A CART, PUSH THE BASKET DOWN, AND MANEUVER THE CART INDEPENDENTLY AT AN APPROPRIATE SPEED THROUGH THE STORE WITHOUT BUMPING PERSONS, SHELVES OR ITEMS.
CRITERIA: ____/____ CORRECT & UNASSISTED PROBES ACROSS AT LEAST _____ DIFFERENT GROCERY STORES.

C06.02: GIVEN A PICTURE OF ONE FAMILIAR ITEM AND TAKEN TO THE AISLE WHICH CONTAINS THE ITEM, THE STUDENT WILL FIND THE ITEM AND PLACE IT IN A GROCERY CART WITHIN _____ MINUTES.
CRITERIA: ____/____ CORRECT TRIALS, VARYING ITEMS OVERLY _____ CONSECUTIVE SESSIONS.

C06.03: USING A GROCERY LIST CONTAINING AT LEAST 10 FAMILIAR GENERIC ITEMS, THE STUDENT WILL SCAN THE AISLES AND LOCATE THE ITEMS INDEPENDENTLY AND WITHIN 20 MINUTES, PUTTING ALL ITEMS IN GROCERY CART AS THEY ARE LOCATED.
CRITERIA: AT LEAST _____% CORRECT OVER _____ PROBES IN AT LEAST _____ STORES.

C06.04: GIVEN A SHOPPING LIST OF 10 ITEMS LISTING BRAND NAMES AND SIZE (OZ., LBS., GAL., PT., COUNT, ETC.), THE STUDENT WILL FIND THE SPECIFIC ITEMS WITHIN 20 MINUTES.
CRITERIA: AT LEAST _____% CORRECT OVER _____ PROBES IN AT LEAST _____ STORES.

C06.05: WHEN UNABLE TO LOCATE AN ITEM ON THE SHOPPING LIST, THE STUDENT WILL APPROACH A STORE EMPLOYEE, ASK FOR HELP IN FINDING THE ITEM. AND THEN FOLLOW DIRECTIONS TO LOCATE THE ITEM.
CRITERIA: ____/____ CORRECT & UNASSISTED PROBES OVER AT LEAST _____ STORES.

C06.06: GIVEN A SPECIFIED AMOUNT OF MONEY, ($1 - $20) AND A LIST OF 10 NON-TAXABLE FOOD ITEMS, THE STUDENT WILL USE A CALCULATOR TO CONSECUTIVELY SUBTRACT THE PRICE OF EACH ITEM FROM THE TOTAL, PUTTING BACK ON THE SHELF THOSE ITEMS HE CANNOT AFFORD.
CRITERIA: ____/____ CORRECT & UNASSISTED PROBES OVER AT LEAST _____ STORES.

C06.07: GIVEN A SPECIFIED AMOUNT OF MONEY ($1 - $20) AND A LIST OF 10 ITEMS, INCLUDING TAXABLE ITEMS, THE STUDENT WILL ENTER TO WHOLE DOLLAR AMOUNT (WITHOUT DECIMALS) AND APPLY THE TAXABLE FORMULA BY PRESSING x . 9 5 =, CONSECUTIVELY SUBTRACTING THE PRICE OF EACH ITEM FROM THE REMAINING AMOUNT UNTIL EITHER ALL ITEMS HAVE BEEN PURCHASED OR ALL THE MONEY IS SPENT, I.E., A NEGATIVE NUMBER APPEARS ON THE CALCULATOR. IF A NEGATIVE NUMBER APPEARS, THE STUDENT IS INSTRUCTED TO PUT BACK THE LAST ITEM PURCHASED AND ADD THE PRICE OF THAT ITEM TO THE AMOUNT IN THE CALCULATOR.
CRITERIA: ____/____ CORRECT & UNASSISTED PROBES OVER AT LEAST _____ STORES.

C06.08: WHEN GIVEN A CHOICE OF BRANDS OF THE SAME ITEM AND SIZE, BUT WITH VARYING PRICES, THE STUDENT WILL COMPARE PRICES AND PURCHASE THE CHEAPEST BRAND WITH NO ASSISTANCE.
CRITERIA: ____/____ CORRECT TRIALS OF DIFFERENT ITEMS OVER _____ CONSECUTIVE SESSIONS.

C06.09: THE STUDENT WILL PURCHASE 1-10 GROCERY ITEMS BY LOCATING THE CHECKOUT COUNTER, WAITING APPROPRIATELY FOR HIS/HER TURN, PUTTING ITEMS ON THE COUNTER, HANDING THE CASHIER THE MONEY, RECEIVING CHANGE AND CARRYING GROCERIES AND MONEY FROM STORE.
CRITERIA: ____/____ CORRECT & UNASSISTED PROBES OVER AT LEAST _____ STORES.

C06.10: THE STUDENT WILL EXHIBIT APPROPRIATE BEHAVIOR WHILE SHOPPING IN A GROCERY STORE BY SHOPPING QUIETLY, WAITING IF AISLES ARE CROWDED, AND TOUCHING ONLY THE ITEMS TO BE PURCHASED.
CRITERIA: ____/____ CORRECT & UNASSISTED PROBES IN _____ DIFFERENT STORES.

C07.01: THE STUDENT WILL PURCHASE AN ITEM WHOSE VALUE IS LESS THAN $5.00, USING THE NEXT DOLLAR STRATEGY TO GIVE THE CASHIER THE CORRECT AMOUNT OF MONEY.
CRITERIA: ____/____ CORRECT & UNASSISTED PROBES OVER _____ STORES.

C07.02: THE STUDENT WILL PURCHASE AN ITEM OR ITEMS WHOSE VALUE IS LESS THAN $10 USING THE NEXT DOLLAR STRATEGY TO GIVE THE CASHIER THE CORRECT AMOUNT OF MONEY.
CRITERIA: ____/____ CORRECT & UNASSISTED PROBES OVER _____ STORES.

C07.03: THE STUDENT WILL PURCHASE AN ITEM OR ITEMS WHOSE VALUE IS LESS THAN $20 USING THE NEXT DOLLAR STRATEGY TO GIVE THE CASHIER THE CORRECT AMOUNT OF MONEY.
CRITERIA: ____/____ CORRECT & UNASSISTED PROBES OVER _____ STORES.

C07.04: WHEN ASKED TO FIND AN ARTICLE OF CLOTHING IN A STORE IN HIS/HER SIZE, THE STUDENT WILL COMMUNICATE HIS/HER SIZE AND LOCATE THE ARTICLE IN THAT SIZE.
CRITERIA: ____/____ CORRECT & UNASSISTED PROBES FOR EACH ARTICLE OF CLOTHING TRAINED.

C07.05: AFTER CHOOSING AN ITEM OF CLOTHING IN A CLOTHING STORE, THE STUDENT WILL FIND THE DRESSING ROOM AREA, SHOW THE SALESPERSON HOW MANY ARTICLES OF CLOTHING HE/SHE HAS, TAKE A NUMBER, MOVE TO AN EMPTY STALL OR ROOM, TAKE OFF APPROPRIATE PIECE OF CLOTHING TO TRY ON NEW PIECE, TRY ON NEW CLOTHING, CHECK FOR A GOOD FIT, TAKE OFF NEW ITEM(S) AND PUT BACK ON THE CLOTHS WORN INTO THE STORE, AND RETURN THE UNWANTED ITEMS AND NUMBER TO THE SALESPERSON.
CRITERIA: _____% OF TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY, OVER _____ STORES.

C07.06: IN A DISCOUNT/VARIETY STORE, WHEN ASKED TO FIND A PARTICULAR PRODUCT, THE STUDENT WILL ENTER THE STORE, GO TO THE AREA OF THE STORE WHERE THE PRODUCT IS LIKELY TO BE LOCATED AND FIND THE ITEM WITHIN _____ MINUTES.
CRITERIA: ____/____ CORRECT & UNASSISTED PROBES ON NON-TRAINED ITEMS OVER _____ STORES.

C07.07: WHEN ASKED, "WHAT WOULD YOU BUY IN THIS STORE?" AND SHOWN A PICTURE OF THE STORE, THE STUDENT WILL COMMUNICATE (THROUGH SIGN, GESTURES, POINTING, AUGMENTATIVE COMMUNICATION DEVICE, ETC.) THE CORRECT INFORMATION AS TO TYPE OF PRODUCTS/SERVICES AVAILABLE IN THAT STORE.
CRITERIA: ____/____ CORRECT & UNASSISTED PROBES FOR _____ DIFFERENT KINDS OF STORES.

C07.08: WHEN GIVEN A SPECIFIED AMOUNT OF MONEY, ($1 - $_____) THE STUDENT WILL DETERMINE IF THE ITEM(S) TO BE PURCHASED ARE WITHIN THE GIVEN BUDGET.
CRITERIA: ____/____ CORRECT & UNASSISTED PROBES OVER _____ SESSIONS.

C07.09: THE STUDENT WILL EXHIBIT APPROPRIATE BEHAVIOR IN DISCOUNT OR SPECIALITY STORES BY SHOPPING QUIETLY, TOUCHING ONLY ITEMS TO BE PURCHASED, WAITING IF AISLES ARE CROWDED.
CRITERIA: ____/____ CORRECT & UNASSISTED PROBES ACROSS _____ TYPES OF STORES.

C07.10: WHEN ASKED "HOW WOULD YOU EXCHANGE THIS ITEM?" THE STUDENT WILL COMMUNICATE THE EXCHANGING PROCESS.
CRITERIA: ____/____ CORRECT & UNASSISTED PROBES IN ROLE PLAY SITUATIONS IN CLASS.

C07.11: WHEN GIVEN A CHOICE OF DIFFERENT BRANDS OR LABELS OF THE SAME ITEM, THE STUDENT WILL FIND THE CHEAPER ITEM OR BEST BARGAIN.
CRITERIA: ____/____ CORRECT & UNASSISTED PROBES OVER _____ CONSECUTIVE SESSIONS.

C07.12: AFTER MAKING SELECTIONS, THE STUDENT WILL LOCATE THE CASHIER, WAIT IN LINE, PLACE ITEMS ON COUNTER AS INDICATED, WAIT FOR THE TOTAL, PAY THE CORRECT AMOUNT, WAIT FOR CHANGE, TAKE PURCHASES AND EXIT.
CRITERIA: COMPLETING _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY, OVER _____STORES.

C08.01: THE STUDENT WILL CARRY CHANGE TO MAKE A VENDING MACHINE PURCHASE FROM THE CLASSROOM TO THE COMMUNITY SITE IN A WALLET, PURSE, OR POCKET, WITHOUT DROPPING OR LOSING ANY OF THE CHANGE.
CRITERIA: ____/____ CORRECT & UNASSISTED PROBES.

C08.02: THE STUDENT WILL SELECT THE NUMBER OF QUARTERS NECESSARY TO COVER THE COST OF THE VENDING ITEM, INSERT THE QUARTERS IN THE APPROPRIATE SLOT, MAKE A SELECTION, GET SELECTION FROM SLOT, AND RETRIEVE ANY CHANGE FROM THE CHANGE SLOT.
CRITERIA: ____/____CORRECT & UNASSISTED PROBES OVER _____ DIFFERENT MACHINES.

C08.03: THE STUDENT WILL READ THE PRICE ON THE VENDING MACHINE AND SELECT THE EXACT CHANGE TO COVER THE COST OF THE ITEM.
CRITERIA: ____/____ CORRECT & UNASSISTED PROBES OVER _____ DIFFERENT MACHINES.

C08.04: THE STUDENT WILL SELECT AND OBTAIN THE DESIRED AND AVAILABLE ITEM ACCORDING TO THE INSTRUCTIONS SPECIFIED ON THE MACHINE.
CRITERIA: ____/____ CORRECT & UNASSISTED PROBES OVER _____ MACHINES WITH DIFFERENT SELECTION REQUIREMENTS.

C08.05: WHEN INCORRECT CHANGE IS INSERTED, OR THE MACHINE DOES NOT GIVE THE ITEM, THE STUDENT WILL PUSH THE COIN RETURN TO GET THE CHANGE BACK.
CRITERIA: ____/____ CORRECT & UNASSISTED PROBES OVER _____ DIFFERENT MACHINES.

C08.06: WHEN APPROPRIATE, THE STUDENT WILL APPROACH AN EMPLOYEE IN THE BUILDING WHERE THE VENDING MACHINE IS LOCATED AND ASK FOR CHANGE FOR A DOLLAR BILL.
CRITERIA: ____/____ CORRECT & UNASSISTED PROBES OVER _____ NON-TRAINED COMMUNITY SITES.

C08.07: WHEN PRESENTED WITH THE NEED TO HAVE CHANGE TO USE A VENDING MACHINE, THE STUDENT WILL INSERT A ONE DOLLAR BILL INTO THE MACHINE FOLLOWING THE DIRECTIONS ON THE MACHINE FOR BILL PLACEMENT AND COLLECT ALL OF THE CHANGE FROM THE CHANGE COMPARTMENT.
CRITERIA: ____/____ CORRECT AND UNASSISTED PROBES ON UNTRAINED CHANGE MACHINES.

C08.06: WHEN PRESENTED WITH AN "OUT OF ORDER" SIGN ON A VENDING MACHINE, THE STUDENT WILL NOT PUT THE CHANGE INTO THE MACHINE AND FIND ANOTHER MACHINE.
CRITERIA: ____/____ CORRECT AND UNASSISTED PROBES ON UNTRAINED VENDING MACHINES.

C09.01: WHEN PRESENTED WITH THE NEED TO USE A PAY TELEPHONE, THE STUDENT WILL LOCATE THE CORRECT AMOUNT OF CHANGE ACCORDING TO THE AMOUNT LISTED ON THE TELEPHONE BOX AND PUT IT INTO THE APPROPRIATE COIN SLOT.
CRITERIA: ____/____ CORRECT AND UNASSISTED PROBES ON UNTRAINED PAY TELEPHONES.

C09.02: WHEN PRESENTED WITH THE NEED TO USE A PAY TELEPHONE, THE STUDENT WILL DIAL OR PUSH BUTTONS OF THE DESIRED PHONE NUMBER FROM MEMORY OR FROM MATCHING NUMBERS FROM A WRITTEN PHONE NUMBER.
CRITERIA: ____/____ CORRECT AND UNASSISTED PROBES ON UNTRAINED PAY TELEPHONES.

C09.03: WHEN PRESENTED WITH AN "OUT OF ORDER" SIGN ON A PAY TELEPHONE, THE STUDENT WILL NOT PUT IN MONEY AND SEEK ANOTHER PHONE TO USE.
CRITERIA: ____/____ CORRECT AND UNASSISTED PROBES ON UNTRAINED PAY TELEPHONES.

C09.04: WHEN USING A PAY TELEPHONE, THE STUDENT WILL SPEAK IN A FRIENDLY TONE, IDENTIFY HIM/HERSELF AND STATE THE DESIRED MESSAGE.
CRITERIA: ____/____ CORRECT AND UNASSISTED PROBES ON UNTRAINED PAY TELEPHONES.

C09.05: WHEN NEEDING TO USE A PAY TELEPHONE THAT IS IN USE, THE STUDENT WILL WAIT PATIENTLY IN THE LINE BY STAYING QUIET AND KEEPING HIS/HER HANDS TO HIM/HERSELF.
CRITERIA: ____/____ CORRECT AND UNASSISTED PROBES ON UNTRAINED PAY TELEPHONES.

C09.06: WHEN NEEDING TO USE A PAY TELEPHONE AND THERE IS NOT ONE IN SIGHT, THE STUDENT WILL FIND AN EMPLOYEE AND ASK DIRECTIONS TO A PAY TELEPHONE.
CRITERIA: ____/____ CORRECT AND UNASSISTED PROBES IN UNTRAINED STORES.

C10.01: THE STUDENT WILL ENTER A FAST FOOD RESTAURANT, LOCATE THE COUNTER, WAIT UNTIL HIS/HER TURN TO ORDER, STANDING IN LINE QUIETLY WITHOUT PUSHING OR GETTING OUT OF LINE.
CRITERIA: ____/____ CORRECT AND UNASSISTED PROBES OVER _____ RESTAURANTS.

C10.02: THE STUDENT WILL COMMUNICATE AN ORDER (WITH SIGN, GESTURES, PICTURE FOOD CARDS, OR OTHER AUGMENTATIVE COMMUNICATION DEVICE) AT A FAST FOOD RESTAURANT SO THAT IT IS UNDERSTOOD BY THE PERSON TAKING THE ORDER.
CRITERIA: ____/____ CORRECT AND UNASSISTED PROBES OVER _____ RESTAURANTS.

C10.03: AFTER ORDERING AT A FAST FOOD RESTAURANT, THE STUDENT WILL GIVE THE CASHIER ENOUGH MONEY TO COVER THE COST OF THE MEAL WITHIN _____ SECONDS OF THE CASHIERS CUE TO PAY, AND WAIT FOR CHANGE WHEN APPROPRIATE.
CRITERIA: ____/____ CORRECT & UNASSISTED PROBES OVER _____ RESTAURANTS.

C10.04: AFTER ORDERING AT A FAST FOOD RESTAURANT, THE STUDENT WILL OBTAIN THE FOOD, STRAW AND NAPKIN, PICK UP HIS/HER TRAY, FIND AN EMPTY TABLE AND DISPOSE OF THE TRASH WHEN FINISHED, COMPLETING _____% OF TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: ____/____ CORRECT AND UNASSISTED PROBES OVER _____ RESTAURANTS.

C10.05: IN ORDER TO STAY WITHIN BUDGET, PRIOR TO ORDERING AT A FAST FOOD RESTAURANT, THE STUDENT WILL USE A CALCULATOR TO CONSECUTIVELY SUBTRACT THE COST OF EACH ITEM PLUS TAX FROM THE TOTAL AMOUNT(APPLY THE TAX FORMULA--SEE OBJECTIVE C06.07) AND ORDER ONLY THE FOOD HE/SHE CAN AFFORD, COMPLETING _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: ____/____ CORRECT AND UNASSISTED PROBES OVER _____ RESTAURANTS.

C11.01: THE STUDENT WILL ENTER A RESTAURANT, WAIT TO BE SEATED, AND COMMUNICATE THE NUMBER IN THE PARTY AND WHETHER THE GROUP PREFERS THE SMOKING OR NONSMOKING SECTION, COMPLETING _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: ____/____ PROBES OVER _____ RESTAURANTS

C11.02: IN ORDER TO STAY WITHIN BUDGET, PRIOR TO ORDERING AT A SIT DOWN RESTAURANT, THE STUDENT WILL USE A CALCULATOR TO CONSECUTIVELY SUBTRACT THE COST OF EACH ITEM PLUS TAX (APPLY THE TAX FORMULA --SEE OBJECTIVE C06.07) FROM THE TOTAL AMOUNT AND ORDER ONLY THE FOOD HE/SHE CAN AFFORD, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: ____/____ PROBES OVER _____ RESTAURANTS.

C11.03: THE STUDENT WILL COMMUNICATE AN ORDER (BY SIGN, GESTURE, FOOD CARDS, OR OTHER AUGMENTATIVE COMMUNICATION DEVICE) SO THAT IT IS UNDERSTOOD BY THE PERSON TAKING THE ORDER AND ANSWER QUESTIONS CONCERNING THE ORDER.
CRITERIA: ____/____ CORRECT ON UNASSISTED PROBES.

C11.04: AFTER PLACING AN ORDER AT A RESTAURANT, THE STUDENT WILL USE THE TIME BEFORE THE FOOD ARRIVES TO CONVERSE WITH OTHERS AT THE TABLE, LOOK AT A NEWSPAPER, OR OTHER AGE-APPROPRIATE ACTIVITY
CRITERIA: _____/_____ OCCASIONS INDEPENDENTLY, ACROSS _____ RESTAURANTS.

C11.05: WHEN PRESENTED WITH A BILL IN A RESTAURANT, THE STUDENT WILL CHECK THE BILL, LEAVE AN APPROPRIATE TIP, PAY THE CORRECT AMOUNT TO THE APPROPRIATE PERSON, WAIT FOR CHANGE, AND EXIT, COMPLETING
_____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: _____/_____ CORRECT AND UNASSISTED PROBES.

C12.01: PRIOR TO CASHING A CHECK, THE STUDENT WILL SIGN HIS FIRST AND LAST NAME IN THE ENDORSEMENT SPACE ON THE BACK OF THE CHECK.
CRITERIA: ____/____ CORRECT AND UNASSISTED PROBES.

C12.02: WHEN TAKEN TO A LOCAL BANK, THE STUDENT WILL CASH A CHECK AND PUT THE MONEY INTO A WALLET, PURSE OR POCKET BEFORE EXITING THE BANK.
CRITERIA: ____/____ CORRECT AND UNASSISTED PROBES.

C12.03: WHEN SHOWN A CHECK WITH THE AMOUNT FILLED IN, THE STUDENT WILL VERBALLY IDENTIFY THE AMOUNT OF THE CHECK UP TO $_____.
CRITERIA: ____/____ CORRECT TRIALS OVER _____ CONSECUTIVE SESSIONS WHEN AMOUNTS VARY WITH EACH TRIAL.

C12.04: THE STUDENT WILL FILL OUT A DEPOSIT SLIP FOR THE CORRECT AMOUNTS GIVEN (BOTH CHECKS AND CURRENCY) AND DEPOSIT THE MONEY IN THE BANK OR COMMUNICATE HOW TO DEPOSIT THE MONEY. CRITERIA: ____/____ CORRECT AND UNASSISTED PROBES WITH DIFFERENT AMOUNTS OF MONEY FOR EACH PROBE.

C12.05: THE STUDENT WILL LEARN TO BUDGET A GIVEN AMOUNT OF MONEY FOR A WEEK/MONTH WHEN GIVEN A SPECIFIED AMOUNT OF MONEY BY SUBTRACTING THE EXPENSES FROM THE TOTAL TO DETERMINE WHAT IS LEFT AND DECIDING HOW TO SPEND THE REST OF THE MONEY.
CRITERIA: ____/____ CORRECT AND UNASSISTED PROBES OVER _____ CONSECUTIVE SESSIONS WITH DIFFERING AMOUNTS OF MONEY.

C13.01: AT THE LAUNDROMAT, THE STUDENT WILL SELECT THE CORRECT COINS FOR THE WASHER/DRYER AND INSERT THE COINS INTO THE MACHINES.
CRITERIA: ____/____ CORRECT AND UNASSISTED PROBES FOR BOTH WASHER AND DRYER.

C13.02: AT THE LAUNDROMAT, THE STUDENT WILL LOCATE EMPTY WASHERS AND DRYERS BY FIRST CHECKING FOR AN OPERATING LIGHT AND THEN OPENING THE DOOR TO CHECK FOR CLOTHES IF THE OPERATING LIGHT IS NOT ON.
CRITERIA: ____/____ CORRECT AND UNASSISTED PROBES ON BOTH WASHER AND DRYER.

C13.03: AT THE LAUNDROMAT, THE STUDENT WILL USE A COIN CHANGER TO MAKE CHANGE FROM DOLLAR BILLS.
CRITERIA: ____/____ CORRECT AND UNASSISTED PROBES.

C13.04: AT THE LAUNDROMAT, THE STUDENT WILL SELECT APPROPRIATE SETTINGS FOR THE CLOTHS TO BE WASHED AND/OR DRIED AND START THE MACHINES.
CRITERIA: ____/____ CORRECT AND UNASSISTED PROBES.

C13.05: AT THE LAUNDROMAT, THE STUDENT WILL MEASURE THE CORRECT AMOUNT OF SOAP, SOFTENER, AND/OR BLEACH NEEDED FOR THE LOAD OF LAUNDRY AND PUT IT IN THE MACHINE ACCORDING TO THE DIRECTIONS ON THE PACKAGE AND CLOTHING LABELS.
CRITERIA: ____/____ CORRECT AND UNASSISTED PROBES.

C13.06: AT THE LAUNDROMAT, THE STUDENT WILL RECOGNIZE MACHINES THAT ARE INOPERABLE BY NOT USING THEM.
CRITERIA: NO MORE THAN _____ INSTANCES OF TRYING TO USE MACHINE THAT ARE BROKEN OVER A _____ (SPECIFY TIME PERIOD).

C14.01: WHEN ASKED FOR ANY OF THE FOLLOWING PERSONAL IDENTIFICATION INFORMATION, THE STUDENT WILL CLEARLY GIVE INFORMATION SOUGHT: NAME, ADDRESS, PHONE, SOCIAL SECURITY NUMBER, AGE, BIRTHDATE, SEX, PLACE OF BIRTH, PARENTS' NAMES, HEIGHT, WEIGHT, AND SCHOOL.
CRITERIA: ____/____ CORRECT AND UNASSISTED PROBES FOR EACH PIECE OF INFORMATION IN UNTRAINED SITUATIONS.

C14.02: WHEN IDENTIFICATION IS REQUESTED FROM THE STUDENT THE STUDENT WILL SHOW HIS ID CARD TO THE PERSON REQUESTING IT WITHIN _____ SECONDS.
CRITERIA: ____/____ PROBES

C14.03: WHEN OTHER FORMS OF IDENTIFICATION ARE REQUESTED OF THE STUDENT (SUCH AS THE LIBRARY CARD, BUS CARD, ETC.) THE STUDENT WILL SHOW THE APPROPRIATE CARD TO THE PERSON REQUESTING IT WITHIN _____ SECONDS.
CRITERIA: ____/____ PROBES

C14.04: WHEN TRAVELING TO AND FROM HOME/SCHOOL/COMMUNITY, THE STUDENT WILL CARRY HIS/HER ID CARD WITH HIM/HER AT ALL TIMES.
CRITERIA: _____% OF TIMES THE STUDENT IS CHECKED FOR HIS/HER ID CARD.

C14.05: WHEN REQUESTED TO GIVE WHOLE/FULL NAME, THE STUDENT WILL COMMUNICATE (VERBALLY, WITH SIGN, AUGMENTATIVE COMMUNICATION DEVICE, ETC.) HIS/HER FIRST, MIDDLE, AND LAST NAME.
CRITERIA: ____/____ CORRECT AND UNASSISTED PROBES IN UNTRAINED SITUATIONS

C15.01: WHEN UNABLE TO LOCATE PUBLIC RESTROOMS, THE STUDENT WILL APPROACH AN EMPLOYEE OF THE AGENCY, MALL OR STORE, ASK THE LOCATION OF THE PUBLIC RESTROOM, AND FOLLOW THE DIRECTIONS GIVEN TO FIND THE RESTROOM..
CRITERIA: ____/____ CORRECT AND UNASSISTED PROBES IN UNTRAINED SITUATIONS.

C15.02: WHEN COMMUNICATING WITH ANOTHER PERSON IN THE COMMUNITY, THE STUDENT WILL SPEAK AND/OR USE AN AUGMENTATIVE FORM OF COMMUNICATION IN A CLEAR AND APPROPRIATE MANNER (I.E. FRIENDLY, FREE OF VULGARITY, ETC.) TO GET HIS/HER MESSAGE ACROSS TO THAT PERSON.
CRITERIA: ____/____ CORRECT AND UNASSISTED PROBES IN UNTRAINED SITUATIONS.

C15.03: IN A SIMULATED OR ACTUAL SITUATION, THE STUDENT WILL ANSWER QUESTIONS AND COMMUNICATE MEDICAL/DENTAL INFORMATION AND SYMPTOMS TO OBTAIN DESIRED MEDICAL/DENTAL TREATMENT.
CRITERIA: ____/____ CORRECT AND UNASSISTED PROBES IN SIMULATED OR ACTUAL SITUATIONS.

C15.04: WHEN A SITUATION IS DESCRIBED REQUIRING SERVICES OF A LOCAL PUBLIC AGENCY, (POST OFFICE, HEALTH DEPT., COURT HOUSE, POLICE, FIRE, SOCIAL SECURITY, ETC.) THE STUDENT WILL NAME THE AGENCY TO CONTACT TO GET APPROPRIATE SERVICES AND POINT TO A PHOTO OF THAT AGENCY.
CRITERIA: ____/____ TRIAL SITUATIONS INTERMIXED, OVER _____ CONSECUTIVE SESSIONS.

C15.05: WHEN A SITUATION IS DESCRIBED OR ROLEPLAYED IN THE CLASSROOM OR COMMUNITY REQUIRING THE STUDENT TO SEEK HELP AND INFORMATION IN THE COMMUNITY (I.E., CALLING THE OPERATOR FOR DIRECTORY ASSISTANCE, CALLING THE LOCAL EMERGENCY PHONE LINE TO GET HELP, REPORTING LOSS OR THEFT OF VALUABLES, GETTING HELP WHEN LOST AND/OR GETTING HELP WHEN ABUSED OR HARRASSED BY OTHERS) THE STUDENT WILL DESCRIBE THE PROCEDURE FOR GETTING THE HELP AND INFORMATION REQUIRED.
CRITERIA: ____/____ TRIAL SITUATIONS INTERMIXED, OVER _____ CONSECUTIVE SESSIONS.

C15.06: WHEN ASKED TO SIGN HIS/HER NAME, THE STUDENT WILL SIGN COMPLETE NAME (FIRST AND LAST) OR USE A SIGNATURE STAMP.
CRITERIA: ____/____ CORRECT AND INDEPENDENT TRIAL SITUATIONS, INTERMIXED ACROSS SETTINGS AND SITUATIONS.

C16.01: AFTER VIEWING A FILM ON STRANGER AWARENESS, ROLE PLAYING, AND/OR PARTICIPATING IN CLASS DISCUSSION, THE STUDENT WILL COMMUNICATE, "NO! AND WALK AWAY," WHEN ASKED WHAT THEY SHOULD DO IF APPROACHED BY A STRANGER.
CRITERIA: 3/3 CORRECT AND UNASSISTED PROBES OVER _____ MONTHS.

C16.02: AFTER VIEWING A FILM, ROLE PLAYING, AND/OR PARTICIPATING IN CLASS DISCUSSION, THE STUDENT WILL BE ABLE TO DISCRIMINATE A STRANGER FROM A FAMILIAR PERSON BY CHOOSING A STRANGER'S PICTURE FROM A FAMILIAR PERSON'S PICTURE, RECITING A DEFINITION OF A STRANGER, OR IDENTIFYING A STRANGER FROM A FAMILIAR PERSON, ETC.
CRITERIA: 3/3 CORRECT AND UNASSISTED PROBES OVER _____ MONTHS.

C16.03: AFTER VIEWING A FILM, ROLE PLAYING, AND/OR PARTICIPATING IN CLASS DISCUSSION, THE STUDENT WILL COMMUNICATE, "NO!" (VERBALLY, WITH SIGN, GESTURE, OR OTHER AUGMENTATIVE DEVICE) WHEN ASKED IF HE/SHE SHOULD ACCEPT FOOD, RIDES, AND/OR DRUGS FROM A STRANGER.
CRITERIA: 3/3 CORRECT AND UNASSISTED PROBES OVER _____ MONTHS.

C16.04: WHEN A STUDENT IS APPROACHED BY A STRANGER AS PART OF A "SET-UP" SITUATION AT SCHOOL OR IN THE COMMUNITY WHO OFFERS FOOD, RIDES, OR DRUGS, THE STUDENT WILL SAY "NO!" AND QUICKLY WALK AWAY AND REPORT THE INCIDENT TO A FAMILIAR ADULT THEY TRUST.
CRITERIA: 5/5 SET-UP SITUATIONS OVER DIFFERENT SETTINGS AND DIFFERENT "STRANGERS".

DOMESTIC INSTRUCTIONAL OBJECTIVES

DOMESTIC INSTRUCTIONAL OBJECTIVES

(ADAPTED FROM THE JESSAMINE COUNTY CURRICULUM FOR STUDENTS WITH MODERATE AND SEVERE HANDICAPS, SHARON GUILTINAN, AUTHOR)

D01.01: WHEN REQUESTED, THE STUDENT WILL TAKE A SHOWER, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS.

D01.02: THE STUDENT WILL BATHE OR SHOWER INDEPENDENTLY AT HOME AT LEAST EVERY OTHER DAY AS INDICATED BY APPEARANCE, PARENT CHECKLIST, AND QUESTIONING BY TEACHER.
CRITERIA: AT LEAST ____/____ CONSECUTIVE WEEKS OF SHOWERING (BATHING) EVERY OTHER DAY.

D01.03: WHEN PROMPTED, THE STUDENT WILL USE A HANDKERCHIEF OR TISSUE TO CLEAN HIS/HER NOSE COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS.

D01.04: THE STUDENT WILL USE A HANDKERCHIEF OR TISSUE TO BLOW HIS/HER NOSE WHEN NECESSARY.
CRITERIA: NO MORE THAN _____ PROMPT(S) PER DAY OVER _____ WEEK(S) OF CONGESTION.

D01.05: THE STUDENT WILL BRUSH HIS/HER TEETH COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS.

D01.06: THE STUDENT WILL BRUSH HIS/HER TEETH INDEPENDENTLY AT HOME AT LEAST _____ TIMES PER DAY AS INDICATED BY THE STUDENT'S BREATH, EVIDENCE OF PLAQUE, PARENT CHECKLIST AND QUESTIONING.
CRITERIA: _____ TIMES PER DAY FOR AT LEAST ___/___ CONSECUTIVE DAYS.

D01.07: THE STUDENT WILL FLOSS HIS/HER TEETH COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS

D01.08: AFTER BRUSHING AND FLOSSING TEETH, THE STUDENT WILL USE MOUTHWASH OR FLUORIDE RINSE COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS

D01.09: THE STUDENT WILL WASH AND DRY HIS/HER FACE COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS.

D01.10: THE STUDENT WILL WASH AND DRY HIS/HER HANDS COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: _____ CONSECUTIVE SESSIONS

D01.11: THE STUDENT WILL USE HAND LOTION COMPLETING AT LEAST ____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS

D01.12: AFTER TOILETING, THE STUDENT WILL WASH AND DRY HIS/HER HANDS WITHOUT VERBAL PROMPTS TO DO SO, COMPLETING AT LEAST ____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS

D01.13: AFTER USING THE TOILET, THE STUDENT WILL FLUSH THE TOILET WITH NO PROMPTING.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS

D01.14: THE STUDENT WILL BRUSH OR COMB HIS/HER HAIR, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS INDEPENDENTLY AND CORRECTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS

D01.15: THE STUDENT WILL SHAMPOO HIS/HER HAIR COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS INDEPENDENTLY AND CORRECTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS.

D01.16: THE STUDENT WILL BLOW DRY HIS/HER HAIR USING A HAND DRYER, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS INDEPENDENTLY AND CORRECTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS

D01.17: THE STUDENT WILL SHAVE HIS FACE WITH AN ELECTRIC SHAVER COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS INDEPENDENTLY AND CORRECTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS

D01.18: AFTER WASHING THE UNDERARMS, THE STUDENT WILL APPLY A MODERATE AMOUNT OF DEODORANT TO EACH UNDERARM, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS INDEPENDENTLY AND CORRECTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS

D01.19: THE STUDENT WILL SCRUB HIS/HER NAILS USING A NAILBRUSH AND SOAP, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS INDEPENDENTLY AND CORRECTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS

D01.20: THE STUDENT WILL USE A NAIL CLIPPER OR NAIL FILE TO TRIM NAILS, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS INDEPENDENTLY AND CORRECTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS.

D01.21: AFTER COMPLETING GROOMING ROUTINE, THE STUDENT WILL USE A MIRROR TO CHECK RESULTS OF THE GROOMING TO ENSURE ALL STEPS ARE COMPLETED.
CRITERIA: ____/____ CORRECT AND UNASSISTED PROBES.

D01.22: THE STUDENT WILL APPLY COSMETICS (SPECIFY TYPE: _____) PERFORMING _____% OF THE TASK ANALYZED STEPS FOR COMPLETING THE ROUTINE WITHIN _____ MINUTES.
CRITERIA: ____/____ CORRECT AND INDEPENDENT PROBES.

D01.23: THE STUDENT WILL ARRIVE EACH DAY WITH EYEGLASSES, HEARING AIDES, AND OTHER SPECIAL EQUIPMENT CLEAN AND IN GOOD WORKING ORDER.
CRITERIA: NO MORE THAN _____ INCIDENCE OF "FORGETTING" A MONTH FOR _____ CONSECUTIVE MONTHS.

D01.24: THE STUDENT WILL ARRIVE IN CLEAN CLOTHING DAILY.
CRITERIA: NO MORE THAN _____ INCIDENCE OF NOT COMING TO SCHOOL IN CLEAN CLOTHING A _____ (SPECIFY TIME PERIOD).

D01.25: THROUGHOUT THE SCHOOL DAY AND WHILE IN THE COMMUNITY, THE STUDENT WILL NOT LOSE HIS/HER CLOTHING AND ACCESSORIES (JACKET, PURSE, WALLET, HAT, MITTENS, ETC.)
CRITERIA: NO MORE THAN _____ INCIDENCE OF "LOST" ARTICLES A DAY/WEEK/MONTH. (SPECIFY ONE)

D01.26: THE STUDENT WILL CARRY PERSONAL BELONGINGS AND SCHOOL SUPPLIES TO AND FROM SCHOOL AND COMMUNITY SITES WITHOUT LOSING THEM.
CRITERIA: NO MORE THAN_____ INCIDENCE OF "LOST" ARTICLES IN A DAY/WEEK/MONTH. (SPECIFY ONE)

D01.27: THE STUDENT WILL KEEP PERSONAL BELONGINGS AND SCHOOL SUPPLIES CLEAN AND ORDERLY WHILE AT SCHOOL AND IN THE COMMUNITY.
CRITERIA: NO MORE THAN _____ INCIDENCE(S) OF UNKEPT SUPPLIES PER DAY/WEEK/MONTH. (SPECIFY ONE)

D01.28: THE STUDENT WILL VOLUNTARILY PARTICIPATE IN ROUTINE CLEANING AND MAINTENANCE OF PERSONAL SPACE ASSIGNED AT SCHOOL (DESK, DRAWER, SHELF, BOX. LOCKER. ETC).
CRITERIA: NO MORE THAN _____ REMINDER(S) A DAY/WEEK/MONTH TO CLEAN (SPECIFY ONE).

D02.01: THE STUDENT WILL PUT ON THE FOLLOWING CLOTHING ARTICLES: SOCKS, UNDERWEAR, SHIRT, PANTS, SHOES, DRESS, COAT, SWEATER OR JACKET, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS INDEPENDENTLY AND CORRECTLY.
CRITERIA: _____ CONSECUTIVE SESSIONS PER ARTICLE, WITHIN _____ MINUTE(S).(SPECIFY TIME LIMITS FOR EACH ITEM OF CLOTHING.) **NOTE--THIS OBJECTIVE SHOULD BE PART OF A FUNCTIONAL ROUTINE FOR THE STUDENT, I.E., IT SHOULD BE DONE AT A TIME WHEN THE STUDENT WOULD NORMALLY DRESS.**

D02.02: THE STUDENT WILL TAKE OFF THE FOLLOWING CLOTHING ARTICLES: SOCKS, UNDERWEAR, SHIRT, PANTS, SHOES, DRESS, COAT, SWEATER OR JACKET, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: _____ CONSECUTIVE SESSIONS PER ARTICLE, WITHIN _____ MINUTE(S). (SPECIFY TIME LIMITS FOR EACH ITEM OF CLOTHING.) **NOTE --THIS OBJECTIVE SHOULD BE PART OF A FUNCTIONAL ROUTINE FOR THE STUDENT, I.E., IT SHOULD BE DONE AT A TIME WHEN THE STUDENT WOULD NORMALLY UNDRESS.**

D02.03: THE STUDENT WILL UNFASTEN/FASTEN THE FOLLOWING FASTENERS ON HIS/HER CLOTHING: BUTTONS, ZIPPERS, (SEPARATING/NONSEPARATING) VELCRO TABS, SNAPS, TIES, LACES, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: _____ CONSECUTIVE SESSIONS PER FASTENER. **NOTE--THIS OBJECTIVE SHOULD BE PART OF A FUNCTIONAL ROUTINE FOR THE STUDENT, I.E., THE STUDENT SHOULD BE INSTRUCTED AT TIMES WHEN S/HE WOULD NORMALLY BE FASTENING AND UNFASTENING THE TARGETED FASTENERS.**

D02.04: WHILE DRESSING, IF THE STUDENT ENCOUNTERS A PROBLEM, HE/SHE WILL COMMUNICATE THE NEED FOR ASSISTANCE IN A CLEAR AND POLITE WAY, EITHER BY SPEECH OR AN AUGMENTATIVE FORM OF COMMUNICATION.
CRITERIA: ____/____ CONSECUTIVE SESSIONS

D02.05: THE STUDENT WILL UNDRESS ONLY AT THE TIMES IT IS NECESSARY (I.E. CHANGING CLOTHES, BATHING, TRYING ON NEW CLOTHES, ETC.).
CRITERIA: NO MORE THAN _____ OCCURRENCES OF INAPPROPRIATE UNDRESSING IN A DAY/WEEK/MONTH (SPECIFY ONE).

D02.06: THE STUDENT WILL DRESS IN CLOTHING THAT IS APPROPRIATE FOR THE WEATHER, I.E., A RAIN JACKET AND UMBRELLA ON RAINY DAYS, A HAT AND A COAT ON COLD DAYS, A LIGHT JACKET ON BREEZY DAYS, COOL CLOTHING ON HOT DAYS.
CRITERIA: NO MORE THAN _____ INSTANCES OF INAPPROPRIATE DRESSING IN A WEEK/MONTH. (SPECIFY TIME)

D03.01: WHEN GIVEN APPROXIMATELY 20 ARTICLES OF CLOTHING AND ASKED TO MAKE 5 OUTFITS, THE STUDENT WILL GROUP CLOTHING SO THAT THE COLORS, PATTERNS, AND STYLES ARE COORDINATED, AND EACH OUTFIT CONTAINS SKIRT OR PANTS, SHIRT AND ACCESSORY(IES).
CRITERIA: AT LEAST ____/____ COORDINATED OUTFITS OVER _____ CONSECUTIVE SESSIONS.

D04.01: DURING MEALS, THE STUDENT WILL USE A FORK TO SPEAR FOOD WITHOUT SPILLING OR DROPPING FOOD AS APPROPRIATE, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS INDEPENDENTLY AND CORRECTLY.
CRITERIA: OVER _____ CONSECUTIVE MEALS.

D04.02: DURING MEALS, THE STUDENT WILL USE A SPOON FOR SCOOPING FOOD AND FOR EATING LIQUID FOODS AS APPROPRIATE, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS INDEPENDENTLY AND CORRECTLY.
CRITERIA: OVER _____ CONSECUTIVE MEALS.

D04.03: DURING MEALS, THE STUDENT WILL USE A KNIFE TO CUT AND SPREAD AS APPROPRIATE, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS INDEPENDENTLY AND CORRECTLY.
CRITERIA: OVER _____ CONSECUTIVE MEALS.

D04.04: DURING MEALS, THE STUDENT WILL DRINK FROM A GLASS, CUP, BOTTLE, OR CAN AS APPROPRIATE, WITHOUT SPILLING, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS.

D04.05: DURING MEALS, THE STUDENT WILL DRINK FROM A GLASS USING A STRAW, WITHOUT SPILLING, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS.

D04.06: DURING MEALS, THE STUDENT WILL KEEP A NAPKIN IN HIS/HER LAP AND USE IT TO WIPE FOOD AWAY FROM THE OUTSIDE OF THE MOUTH AND TO KEEP HANDS CLEAN, AS NECESSARY, WITH NO PROMPTS.
CRITERIA: CLEAN MOUTH AND HANDS THROUGHOUT MEAL FOR _____ CONSECUTIVE MEALS.

D04.07: DURING MEALS, THE STUDENT WILL PUT ONLY SMALL, EASILY CHEWED PORTIONS OF FOOD IN HIS/HER MOUTH AND CHEW WITH MOUTH CLOSED, WITHOUT SPILLING AND WITHOUT TALKING WHILE FOOD IS IN MOUTH.
CRITERIA: NO MORE THAN _____ OCCURENCES OF PUTTING TOO MUCH FOOD IN MOUTH OR TALKING WITH THE MOUTH FULL DURING A MEAL FOR _____ CONSECUTIVE MEALS.

D04.08: DURING A MEAL, THE STUDENT WILL ENGAGE IN CONVERSATION WITH A PEER THAT IS PLEASANT, FREE FROM PROFANITY, AND IN A NORMAL TONE OF VOICE FOR THE CAFETERIA.
CRITERIA: _____% OF PROBES DURING A MEAL FOR _____ MEALS.

D04.09: DURING LUNCH AT SCHOOL, THE STUDENT WILL EAT IN NO LESS THAN 10 AND NO MORE THAN 20 MINUTES, OR AT APPROXIMATELY THE SAME TIME AS OTHER PERSONS AT THE TABLE.
CRITERIA: ____/____ OBSERVED MEALS.

D04.10: DURING LUNCH AT SCHOOL, THE STUDENT WILL REFRAIN FROM THROWING FOOD, GRABBING FOOD FROM OTHER PERSONS, FIGHTING, SMASHING FOOD, OR OTHER:_____(SPECIFY OTHER BEHAVIORS).
CRITERIA: NO MORE THAN _____ INSTANCES OF INAPPROPRIATE BEHAVIOR PER MEAL OVER A _____ WEEK PERIOD.

D04.11: THE STUDENT WILL GO THROUGH THE LUNCH LINE IN THE CAFETERIA ACQUIRING A DRINK, PROPER EATING UTENSILS, A NAPKIN, TRAY, FOOD, AND CARRY THE TRAY TO A TABLE TO EAT.
CRITERIA: _____% OF THE TASK ANALYZED STEPS CORRECTLY AND COMPLETELY, ____/____ OBSERVED MEALS.

D04.12: THE STUDENT WILL OPEN SNACK FOOD PACKAGES INDEPENDENTLY, WITHOUT SPILLING THE CONTENTS.
CRITERIA: _____% OF THE TASK ANALYZED STEPS CORRECTLY AND COMPLETELY, ____/____ PROBES OVER DIFFERENT SNACK CONTAINERS.

D04.13: THE STUDENT WILL OPEN SOFT DRINK CANS OR BOTTLES BY PULLING THE TAB OR UNSCREWING THE TOP WITHOUT SPILLING THE CONTENTS.
CRITERIA: ____/____ INCIDENCES OF OPENING CANS OR BOTTLES OF SOFT DRINK, FOR _____ CONSECUTIVE DAY(S)/WEEK(S)/MONTH(S) (SPECIFY ONE).

D05.01: THE STUDENT WILL COMMUNICATE USING VERBAL LANGUAGE, GESTURE, PICTURE, OR OTHER AUGMENTATIVE DEVISE, THE NEED TO USE THE TOILET AND WILL USE THE TOILET WHEN S/HE IS TAKEN, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS FOR USING THE TOILET CORRECTLY AND INDEPENDENTLY.
CRITERIA: NO MORE THAN _____ ACCIDENT(S) OVER A ____- WEEK PERIOD.

D05.02: WITH VERBAL REMINDERS THE STUDENT WILL RECOGNIZE THE NEED TO TOILET AND WILL GO TO THE TOILET INDEPENDENTLY, REMOVE AND REPLACE CLOTHES, USE A URINAL AND/OR TOILET AS APPROPRIATE, WIPE, FLUSH THE TOILET OR URINAL, AND WASH HANDS, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: NO MORE THAN _____ ACCIDENT(S) OVER A ____- WEEK PERIOD.

D05.03: THE STUDENT WILL INITIATE THE NEED TO TOILET EITHER BY GOING INDEPENDENTLY, VERBALIZING, SIGNING OR POINTING TO A TOILETING PICTURE.
CRITERIA: AT LEAST _____% OF TOILETING INSTANCES SELF-INITIATED OVER A _____- WEEK PERIOD.

D05.04: THE STUDENT WILL KEEP A QUIET VOICE IN THE RESTROOM, KEEP HANDS TO HIM/HERSELF, NOT STARE AT OTHER PEOPLE IN THE RESTROOM, CLOSE THE STALL DOOR AND UNDRESS/DRESS HIM/HERSELF AT APPROPRIATE TIMES.
CRITERIA: AT LEAST _____% OF TOILETING INSTANCES OVER A _____- WEEK PERIOD.

D05.05: THE STUDENT WILL CHANGE HER SANITARY BY REMOVING THE SOILED SANITARY NAPKIN, WRAPPING IT IN TOILET PAPER, DISPOSING OF IT PROPERLY (IN THE BOX OR TRASH, NOT IN THE TOILET) AND BY REPLACING IT WITH A CLEAN ONE.
CRITERIA: AT LEAST _____ TIMES A DAY FOR THE DURATION OF HER MENSTRUAL CYCLE, OVER _____ MONTHS.

D06.01: THE STUDENT WILL STATE AT LEAST ONE DANGEROUS THING THAT CAN HAPPEN WITH EACH OF THE FOLLOWING APPLIANCES/UTENSILS IF ABUSED: STOVE, BURNERS, OVEN, TOASTER, MIXER, BROILER, CAN OPENER, COFFEE POT, PANS, KNIVES, GRATER, SCISSORS, GARBAGE DISPOSAL, AND BLENDER.
CRITERIA: AT LEAST _____% CORRECT FOR ALL APPLIANCES/UTENSILS OVER _____ CONSECUTIVE SESSIONS.

D06.02: THE STUDENT WILL DEMONSTRATE THE SAFE AND CORRECT USE OF HOUSEHOLD CLEANERS COMMONLY STORED IN THE KITCHEN.
CRITERIA: DEMONSTRATES AT LEAST _____% OF OCCASIONS PROBED FOR ALL CLEANERS.
SPECIFY CLEANERS FOUND IN STUDENTS HOME AND/OR CLASSROOM:
_____.

D06.03: THE STUDENT WILL DEMONSTRATE SAFE AND CORRECT USE OF EACH OF THE FOLLOWING APPLIANCES/UTENSILS: STOVE BURNERS, OVEN TOASTER, MIXER, BROILER, CAN OPENER, COFFEE POT, PANS, KNIVES, GRATER, SCISSORS, GARBAGE DISPOSAL, AND BLENDER COMPLETING _____% OF THE TASK ANALYZED STEPS FOR EACH ITEM INDEPENDENTLY AND CORRECTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS.

D07.01: THE STUDENT WILL RINSE, DRAIN, AND DRY FRESH FRUITS AND VEGETABLES BEFORE STORING AND OR EATING THEM, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS.

D07.02: THE STUDENT WILL USE A VEGETABLE BRUSH AND WATER TO CLEAN VEGETABLES, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS.

D07.03: THE STUDENT WILL STORE COMMON FOOD ITEMS APPROPRIATELY, I.E., PERISHABLE FOODS IN THE REFRIGERATOR, FROZEN FOOD IN THE FREEZER, CANNED FOODS IN THE CABINET, ETC.
CRITERIA: AT LEAST _____% CORRECT FOR ALL FOOD ITEMS PROBED.

D07.04: THE STUDENT WILL DEMONSTRATE GOOD PERSONAL HYGIENE WHEN HANDLING FOOD AND TABLE SERVICE BY FOLLOWING THE "RULES" FOR GOOD PERSONAL HYGIENE, I.E., WASHING HANDS BEFORE TOUCHING FOOD, KEEPING HANDS AWAY FROM MOUTH AND HAIR, WASHING HANDS AFTER SNEEZING, WASHING EATING UTENSILS THAT FALL ON THE FLOOR, ETC.
CRITERIA: THE STUDENT APPLIES THE APPROPRIATE RULE CORRECTLY AND INDEPENDENTLY FOR EACH INSTANCE, REQUIRING NO MORE THAN _____ VERBAL REMINDERS OVER _____ COOKING SESSION(S).

D07.05: THE STUDENT WILL FOLLOW VERBAL OR WRITTEN INSTRUCTIONS CONCERNING SPECIFIC OVEN TEMPERATURES AND OVEN SETTINGS AND SET THE OVEN AS DIRECTED, COMPLETING _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS AND _____ DIFFERENT OVENS.

D07.06: THE STUDENT WILL PLACE A PAN ON ANY BURNER, AND TURN ON THE CORRESPONDING BURNER KNOB TO THE SETTING CALLED FOR IN THE RECIPE _____/_____ TRIALS.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS.

D07.07: THE STUDENT WILL SET A STOVE TIMER ACCORDING TO THE SPECIFIED NUMBER OF MINUTES CALLED FOR IN THE RECIPE.
CRITERIA: ____/____ TRIALS VARYING MINUTES OVER _____ CONSECUTIVE SESSIONS.

D08.01: THE STUDENT WILL NAME AT LEAST _____ FOODS IN EACH OF THE FOLLOWING FOUR FOOD GROUPS: PROTEIN (MEAT); FRUIT AND VEGETABLE; DAIRY; AND CEREAL/BREAD.
CRITERIA: AT LEAST _____% FOR EACH GROUP OVER _____ CONSECUTIVE SESSIONS.

D08.02: THE STUDENT WILL PLAN BREAKFAST, LUNCH, AND DINNER MEALS FOR THEIR FAMILY FOR _____ DAYS USING FOODS THE STUDENT'S FAMILY TYPICALLY EATS AND THAT CONTAIN FOODS FROM EACH OF THE FOUR FOOD GROUPS FOR EACH MEAL.
CRITERIA: AT LEAST _____% OF THE FOOD ITEMS CORRECT FOR EACH MEAL OVER _____ DAYS.

D08.03: WHEN GIVEN A LIST OF "AVAILABLE" FOODS, THE STUDENT WILL USE THOSE FOOD ITEMS TO PLAN A NUTRITIOUS BREAKFAST, LUNCH AND DINNER CONTAINING FOODS FROM EACH OF THE FOUR FOOD GROUPS FOR ONE DAY.
CRITERIA: AT LEAST _____% OF THE FOOD ITEMS CORRECT FOR EACH MEAL.

D08.04: THE STUDENT WILL NEATLY, CORRECTLY, AND INDEPENDENTLY OPEN FOOD CONTAINERS NEEDED FOR COOKING, COMPLETING AT LEAST ____% OF THE TASK ANALYZED STEPS.
CRITERIA: _____/_____TRIALS OVER VARIOUS CONTAINERS.

D08.05: THE STUDENT WILL PREPARE AND SHARE WITH PEERS AT LEAST _____ DIFFERENT SNACKS WHICH REQUIRE NO COOKING, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER _____ COOKING SESSIONS.

D08.06: THE STUDENT WILL PREPARE AT LEAST 3 BEVERAGES, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS FOR EACH DRINK.

D08.07: THE STUDENT WILL PREPARE AT LEAST 3 DIFFERENT BREAKFASTS WHICH REQUIRE NO COOKING, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS FOR EACH BREAKFAST CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS FOR EACH BREAKFAST.

D08.08: THE STUDENT WILL PREPARE AT LEAST 3 DIFFERENT NO-COOK LUNCHES COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS FOR EACH LUNCH CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS FOR EACH LUNCH.

D08.09: THE STUDENT WILL PREPARE AT LEAST 3 DIFFERENT LUNCHES WHICH REQUIRE SOME COOKING, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS FOR EACH LUNCH CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS FOR EACH LUNCH.

D08.10: THE STUDENT WILL PREPARE AT LEAST 3 DIFFERENT DINNERS WHICH REQUIRE SOME COOKING, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS FOR EACH DINNER CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS FOR EACH DINNER.

D08.11: WHEN GIVEN A MENU FOR BREAKFAST, LUNCH OR DINNER, THE STUDENT WILL PLAN AN APPROPRIATE AMOUNT OF FOOD FOR 2 TO 4 PERSONS.
CRITERIA: AT LEAST ____/____ CORRECT AND INDEPENDENT TRIALS

D08.12: THE STUDENT WILL READ AND FOLLOW SIMPLE COOKING DIRECTIONS ON PACKAGED FOODS, PREFORMING _____% OF THE TASK ANALYZED STEPS.
CRITERIA: ____/____ PROBES ACROSS NON-TRAINED PACKAGES.

D08.13: GIVEN A PICTURE RECIPE THAT ILLUSTRATES THE KEY STEPS, THE STUDENT WILL FOLLOW THAT PICTURE RECIPE TO PREPARE (SPECIFY FOOD):
1) ____/____ PROBES ACROSS A TRAINED RECIPE
2) ____/____ PROBES ACROSS A NON-TRAINED RECIPE.

D08.14: THE STUDENT WILL USE MEASURING CUPS/SPOONS TO MEASURE LIQUIDS AND SOLIDS TO 1, 1/2, 1/4, 3/4, 1/3, 2/3 CUPS; 1 TBL., 1 TSP., 1/2 TSP. 1/4 TSP.
CRITERIA: ____/____ TRIALS INTERMIXED OVER 3 CONSECUTIVE SESSIONS.

D08.15: THE STUDENT WILL SET THE TABLE CORRECTLY USING UTENSILS, DISHES AND NAPKINS, SELECTING THE CORRECT NUMBER OF ITEMS FOR NUMBER OF PERSONS EATING AND COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS.

D08.16: THE STUDENT WILL CLEAN UP AFTER MEALS (CLEARING THE TABLE, WASHING AND DRYING DISHES, STORING FOOD PROPERLY, WIPING TABLE AND CHAIRS, AND SWEEPING FLOORS) COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS

D09.01: THE STUDENT WILL SORT CLOTHES ACCORDING TO COLOR AND FABRIC (IF APPROPRIATE) AND STATE THE WATER TEMPERATURE APPROPRIATE FOR WHITE, LIGHT, AND DARK COLORS, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS.

D09.02: THE STUDENT WILL WASH SORTED CLOTHING IN AN AUTOMATIC WASHING MACHINE COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS.

D09.03: THE STUDENT WILL DRY CLOTHING IN AN AUTOMATIC DRYER COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS.

D09.04: THE STUDENT WILL FOLD CLEANED CLOTHES, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS.

D09.05: THE STUDENT WILL HANG CLEANED CLOTHES, INCLUDING SHIRTS, PANTS AND COATS, ON A HANGER OR HOOKS, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS.

D09.06: THE STUDENT WILL MATCH SOCKS ACCORDING TO COLOR AND SIZE, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS.

D09.07: THE STUDENT WILL IRON FLAT ITEMS (PILLOW CASES) COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS.

D09.08: THE STUDENT WILL IRON COMPLEX CLOTHING ITEMS (SHIRT, PANTS, SKIRT, DRESS) COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS

D09.09: THE STUDENT WILL SEW ON BUTTONS MISSING FROM CLOTHING COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS.

D09.10: THE STUDENT WILL MEND SIMPLE TEARS IN SEAMS OR HEMS ON CLOTHING, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS.

D09.11: THE STUDENT WILL PUT CLEAN LAUNDRY IN ITS DESIGNATED SPOT (I.E. CLOSET, DRAWER, OR CABINET CONTAINING SIMILAR ITEMS).
CRITERIA: OVER _____ CONSECUTIVE SESSIONS

D10.01: THE STUDENT WILL USE A RAG AND POLISH AND DUST FURNITURE, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS.

D10.02: THE STUDENT WILL USE A BROOM AND DUSTPAN TO SWEEP FLOORS, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS.

D10.03: THE STUDENT WILL USE A CANISTER OR UPRIGHT VACUUM TO VACUUM RUGS, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS.

D10.04: THE STUDENT WILL WASH AND DRY DISHES, UTENSILS, GLASSES AND PANS, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS.

D10.05: THE STUDENT WILL CLEAN BATHROOM TOILET, SINK, SHOWER AND MIRROR, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS.

D10.06: THE STUDENT WILL WASH AND RINSE FLOORS USING A SPONGE OR STRING MOP, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS.

D10.07: THE STUDENT WILL WASH WINDOWS, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS.

D10.08: THE STUDENT WILL CHANGE A LIGHTBULB SAFELY, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS.

D10.09: THE STUDENT WILL STRAIGHTEN HIS/HER OWN BEDROOM, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS FOR THE FOLLOWING TASKS: MAKING/CHANGING BED, PICKING TOYS/CLOTHES/BOOKS UP OFF THE FLOOR, STRAIGHTENING TOPS OF FURNITURE, DUSTING, SWEEPING OR VACUUMING.
CRITERIA: COMPLETED INDEPENDENTLY OVER _____ CONSECUTIVE SESSIONS.

D10.10: THE STUDENT WILL MAKE HIS/HER OWN BED, COMPLETING _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY FOR CHANGING THE SHEETS AND/OR WITHOUT CHANGING THE SHEETS.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS.

D10.11: THE STUDENT WILL EMPTY A TRASHCAN IN THE DESIGNATED SPACE (LARGER TRASH CONTAINER OR DUMPSTER) COMPLETING _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS VARYING THE DESIGNATED SPACES AND TRASH CONTAINERS.

D10.12: THE STUDENT WILL USE A DISHCLOTH OR A SPONGE TO CLEAN THE SURFACE OF A TABLE OR COUNTER COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS OVER _____ DIFFERENT SURFACES.

D10.13: THE STUDENT WILL USE A SPONGE MOP TO CLEAN THE FLOOR COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY
CRITERIA: OVER _____ CONSECUTIVE SESSIONS.

D10.14: THE STUDENT WILL USE A MOP OR RAG TO CLEAN A MESS MADE BY SOMETHING BEING SPILLED ON THE FLOOR, COUNTER OR TABLE, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS ON VARYING SPILLS AND SURFACES.

D10.15: THE STUDENT WILL WASH THE OUTSIDE OF AN AUTOMOBILE (CAR, TRUCK, VAN, ETC.) COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS VARYING AUTOS.

D10.16: THE STUDENT WILL CLEAN THE INSIDE OF THE AUTOMOBILE BY CLEANING OUT TRASH, SWEEPING AND/OR VACUUMING THE FLOORS, USING A CLOTH TO WIPE VINYL DASHBOARD, AND WASHING THE WINDOWS, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS.

D10.17: WHEN REQUESTED TO CLEAN SPECIFY ROOM, THE STUDENT WILL FOLLOW A LOGICAL SEQUENCE FOR CLEANING THE ROOM, I.E., PICKING UP ARTICLES OFF THE FLOOR FIRST, THEN STRAIGHTENING, DUSTING, AND VACCUUMING.
CRITERIA: _____% OF THE TASK ANALYZED STEPS CORRECT AND INDEPENDENT, ____/____ PROBES.

D10.18: WHEN ASSIGNED JOBS TO DO AT HOME AND OR IN THE CLASSROOM, THE STUDENT WILL DEVELOP A ROUTINE TO COMPLETE THOSE JOBS AND THEN COMPLETE THE JOBS ON A DAILY/WEEKLY (SPECIFY ONE) BASIS.
CRITERIA: _____% OF TASK ANALYZED STEPS COMPLETED CORRECTLY AND INDEPENDENTLY, ____/____ PROBES.

D11.01: THE STUDENT WILL USE A RAKE TO RAKE LEAVES/GRASS, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS.

D11.02: THE STUDENT WILL DIFFERENTIATE WEEDS FROM FLOWERS/GRASS AND PULL OR DIG WEEDS, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS.

D11.03: THE STUDENT WILL READ AN OUTDOOR THERMOMETER AND BE ACCURATE TO +/- _____ DEGREES.
CRITERIA: ____/____ CORRECT AND INDEPENDENT PROBES.

D11.04: AFTER READING AN OUTDOOR THERMOMETER OR AFTER CALLING THE TIME AND TEMPERATURE NUMBER AND FINDING OUT THE TEMPERATURE, THE STUDENT WILL DRESS APPROPRIATELY FOR OUTDOOR ACTIVITIES.
CRITERIA: ____/____ CORRECT AND INDEPENDENT PROBES.

D12.01: IN ROLE-PLAY SITUATIONS AT SCHOOL, THE STUDENT WILL DEMONSTRATE HOME SAFETY BY LOCKING AND UNLOCKING DOORS AND WINDOWS TO MAINTAIN APPROPRIATE SECURITY FOR SELF AND HOME.
CRITERIA: ____/____ CORRECT AND INDEPENDENT ROLE-PLAYED SITUATIONS.
GENERALIZATION PLAN FOR HOME_____

D12.02: IN ROLE-PLAY SITUATIONS AT SCHOOL, THE STUDENT WILL DEMONSTRATE HOME SAFETY BY DISCRIMINATING WHICH PERSONS SHOULD BE ADMITTED INTO THE HOME TO MAINTAIN APPROPRIATE SECURITY FOR SELF AND HOME.
CRITERIA: ____/____ CORRECT AND INDEPENDENT ROLE-PLAYED SITUATIONS.
GENERALIZATION PLAN FOR HOME_____

D12.03: IN ROLE-PLAY SITUATIONS AT SCHOOL, THE STUDENT WILL DEMONSTRATE HOME SAFETY BY IDENTIFYING DANGEROUS AND/OR POISONOUS SUBSTANCES COMMONLY KEPT IN THE HOME THAT SHOULD NOT BE TOUCHED TO MAINTAIN APPROPRIATE SAFETY FOR SELF AND HOME.
CRITERIA: ____/____ CORRECT AND INDEPENDENT ROLE-PLAYED SITUATIONS.
GENERALIZATION PLAN FOR HOME_____

D12.04: IN ROLE-PLAY SITUATIONS AT SCHOOL, THE STUDENT WILL DEMONSTRATE HOME SAFETY BY DEMONSTRATING THE SAFE USE, CARE, AND STORAGE OF SHARP TOOLS TO MAINTAIN APPROPRIATE SAFETY FOR SELF AND HOME.
CRITERIA: ____/____ CORRECT AND INDEPENDENT ROLE-PLAYED SITUATIONS.
GENERALIZATION PLAN FOR HOME:_____

D12.05: IN ROLE-PLAY SITUATIONS AT SCHOOL, THE STUDENT WILL DEMONSTRATE HOME SAFETY BY DISCRIMINATING BETWEEN SAFE AND DEFECTIVE ELECTRICAL CORDS TO MAINTAIN APPROPRIATE SAFETY FOR SELF AND HOME.
CRITERIA: ____/____ CORRECT AND INDEPENDENT ROLE-PLAYED SITUATIONS.
GENERALIZATION PLAN FOR HOME_____

D13.01: WHEN SHOWN A VARIETY OF PRESCRIPTION AND NON-PRESCRIPTION DRUGS, THE STUDENT WILL INDICATE WHICH HE/SHE CAN BUY WITHOUT A DOCTOR'S PRESCRIPTION.
CRITERIA: ____/____ TRIALS (DIFFERENT DRUGS EACH TRIAL) OVER _____ CONSECUTIVE SESSIONS.

D13.02: WHEN A VARIETY OF ILLNESSES ARE DESCRIBED TO THE STUDENT IN VARYING DEGREES OF SERIOUSNESS, THE STUDENT WILL IDENTIFY THOSE SITUATIONS WHICH WARRANT MEDICAL ATTENTION.
CRITERIA: ____/____ DIFFERENT SITUATIONS DESCRIBED OVER _____ CONSECUTIVE SESSIONS.

D13.03: WHEN SITUATIONS OF VARYING DEGREES OF SERIOUSNESS WHICH REQUIRE MEDICAL TREATMENT ARE DESCRIBED AND/OR ROLE PLAYED, THE STUDENT WILL INDICATE WHICH SITUATIONS REQUIRE EMERGENCY MEDICAL ATTENTION.
CRITERIA: ____/____ DIFFERENT SITUATIONS DESCRIBED OVER _____ CONSECUTIVE SESSIONS.

D13.04: THE STUDENT WILL INDICATE (VERBALLY, SIGNING, GESTURALLY OR POINTING TO PICTURES) AT LEAST _____COMMONLY ACCEPTED MEASURES TO AVOID SPREADING GERMS.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS.

D13.05: DURING ROLE PLAY SITUATIONS, THE STUDENT WILL TREAT MINOR CUTS, BRUISES, AND BURNS, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS.

D13.06: AS THE OCCASION ARISES OR DURING ROLE-PLAY SITUATIONS IN THE CLASSROOM, THE STUDENT WILL TREAT COMMON AILMENTS SUCH AS COLDS, INSECT BITES, AND NOSEBLEEDS, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS OR OCCASIONS.

D13.07: DURING ROLE PLAY SITUATIONS, THE STUDENT WILL TREAT A SPRAINED OR TWISTED ANKLE, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS.

D13.08: WHEN SHOWN AN APPLIANCE/MACHINE, THE STUDENT WILL COMMUNICATE (VERBALLY, WITH SIGN, GESTURES, OR OTHER AUGMENTATIVE COMMUNICATION DEVICE) HOW ONE COULD MISUSE THE ITEM AND GET HURT OR HURT OTHERS.
CRITERIA: ____/____ TRIALS WITH ITEMS/SITUATIONS INTERMIXED OVER _____ CONSECUTIVE SESSIONS.

D13.09: GIVEN A VARIETY OF TOXIC/NON-TOXIC SUBSTANCES, THE STUDENT WILL SAY OR SIGN WHICH SUBSTANCE COULD BE DANGEROUS AND DEMONSTRATE OR TELL ONE WAY TO USE THE SUBSTANCE SAFELY.
CRITERIA: ____/____ TRIALS WITH SUBSTANCES INTERMIXED OVER _____ CONSECUTIVE SESSIONS.

D13.10: THE STUDENT WILL USE MATCHES TO LIGHT A CANDLE, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS.

D14.01: THE STUDENT WILL ANSWER THE TELEPHONE, SPEAKING IN A FRIENDLY TONE, IDENTIFY HIMSELF/HERSELF, AND RESPOND TO THE CALLER AS NEEDED, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.

D14.02: WHEN NEEDING TO RELAY A MESSAGE TO A SPECIFIC PERSON, THE STUDENT WILL DIAL THE NUMBER, ASK FOR THE PERSON, WAIT FOR THEM TO COME ON THE LINE AND RELAY THE MESSAGE TO THEM, COMPLETELY AT LEAST _____% OF THE TASK ANALYZED STEPS, ____/____ CORRECT AND UNASSISTED PROBES.

D14.03: THE STUDENT WILL DIAL AT LEAST _____ TELEPHONE NUMBERS CORRECTLY AND INDEPENDENTLY WHEN NUMBERS ARE WRITTEN OR DICTATED.
CRITERIA: ____/____ TRIALS, NUMBERS VARYING, OVER _____ CONSECUTIVE SESSIONS.

D14.04: DURING ROLE PLAY SITUATIONS, THE STUDENT WILL USE A TELEPHONE TO CALL HOME OR A FRIEND TO ASK FOR ASSISTANCE, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS.

D14.05: DURING ROLE PLAY OR ACTUAL SITUATIONS, THE STUDENT WILL USE A TELEPHONE TO CALL A FRIEND AND ARRANGE AN ACTIVITY, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS.

D14.06: THE STUDENT WILL CALL A FAMILIAR PERSON INCLUDING DIALING THE PHONE, SPEAKING IN A FRIENDLY TONE, AND CARRYING ON A CONVERSATION, PERFORMING _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY, ____/____ CORRECT AND UNASSISTED PROBES.

D14.07: THE STUDENT WILL FIND AND DIAL A SPECIFIED TELEPHONE NUMBER WHEN IT IS LISTED ON A SHEET WITH NO MORE THAN _____ NUMBERS.
CRITERIA: ____/____ TRIALS, NUMBERS VARYING, OVER _____ CONSECUTIVE SESSIONS.

D14.08: DURING ROLE-PLAY OR ACTUAL SITUATIONS WHEN THE PHONE RINGS, THE STUDENT WILL ANSWER THE PHONE AND TAKE AN ACCURATE MESSAGE FOR ANOTHER PERSON, THEN RELAY THE MESSAGE TO THAT PERSON COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS.
HOME GENERALIZATION PLAN_____

D14.09: DURING ROLE-PLAY SITUATIONS WHEN THE PHONE RINGS, THE STUDENT WILL ANSWER THE PHONE AND TAKE A TELEPHONE NUMBER DOWN CORRECTLY AND GIVE THE NUMBER TO THE APPROPRIATE PERSON COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS.
HOME GENERALIZATION PLAN:_____

D14.10: THE STUDENT WILL USE THE WHITE PAGES OF A LOCAL PHONE BOOK TO LOCATE A PHONE NUMBER OF A SPECIFIED PERSON OR BUSINESS.
CRITERIA: ____/____ TRIALS, OVER A VARIETY OF NUMBERS, OVER _____ CONSECUTIVE SESSIONS.

D14.11: THE STUDENT WILL USE THE YELLOW PAGES OF THE LOCAL PHONE BOOK TO FIND AND DIAL THE PHONE NUMBER OF A SPECIFIED BUSINESS/SERVICE.
CRITERIA: ____/____ TRIALS, OVER A VARIETY OF NUMBERS, OVER _____ CONSECUTIVE SESSIONS.

D14.12: GIVEN AN EMERGENCY SITUATION, THE STUDENT WILL DIAL THE OPERATOR OR LOCAL EMERGENCY NUMBER AND EXPLAIN THE SITUATION, GIVING ALL PERTINENT INFORMATION, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS.

D15.01: WHEN INTERACTING WITH OTHER PEOPLE, THE STUDENT WILL NOT ENTER THE OTHER PERSON'S PERSONAL SPACE IN SUCH A WAY THAT MAKES THE OTHER PERSON FEEL UNCOMFORTABLE, I.E., SUCH AS BACKING AWAY, CROSSING THEIR ARMS DEFENSIVELY, PUSHING AWAY, LOOKING AWAY, ETC.).
CRITERIA: ____/____ OCCASIONS INTERMIXED WITH DIFFERENT ADULTS.

D15.02: WHEN (SELECT ACTIVITY WITH OTHER STUDENTS INCLUDING NON-HANDICAPPED PEERS), THE STUDENT WILL MAKE AND KEEP EYE CONTACT AS APPROPRIATE DURING THE SOCIAL EXCHANGE.
CRITERIA: ____/____ PROBES OVER NON-TRAINED SITUATIONS.

D15.03: WHEN (SELECT ACTIVITY WITH OTHER STUDENT INCLUDING NON-HANDICAPPED PEERS), THE STUDENT WILL SMILE AT HIS PEER APPROPRIATELY DURING THE SOCIAL EXCHANGE.
CRITERIA: ____/____ PROBES OVER NON-TRAINED SITUATIONS.

D15.04: WHEN GREETED BY STUDENTS, INCLUDING NON-HANDICAPPED PEERS, THE STUDENT WILL RESPOND WITH AN APPROPRIATE GREETING.
SPECIFY MODE OF COMMUNICATION:_____
CRITERIA: ____/____ UNTRAINED INSTANCES.

D15.05: AFTER GREETING STUDENTS, INCLUDING NON-HANDICAPPED PEERS, THE STUDENT WILL ASK AT LEAST ONE APPROPRIATE QUESTION (HOW ARE YOU?, ETC.) AND/OR MAKE ONE APPROPRIATE STATEMENT (I'M FINE, ETC.)
CRITERIA: ____/____ CORRECT AND INDEPENDENT PROBES IN NON-TRAINED SITUATIONS.

D15.06: WHEN MEETING STUDENTS, INCLUDING NON-HANDICAPPED PEERS, THE STUDENT WILL RESPOND WITH AN APPROPRIATE GREETING.
CRITERIA: ____/____ UNTRAINED INSTANCES.

D15.07: THE STUDENT WILL INTRODUCE A FRIEND, RELATIVE OR TEACHER TO A THIRD PERSON APPROPRIATELY, (i.e. "[NAME], I'D LIKE YOU TO MEET [NAME]"). THE STUDENT MAY BE GIVEN A VERBAL CUE TO INTRODUCE.
CRITERIA: ____/____ PROBES OVER NON-TRAINED SITUATIONS.

D15.08: WHEN THE STUDENT IS GREETED BY ANOTHER PERSON, THE STUDENT WILL INITIATE A CONVERSATION BY BEGINNING TO SPEAK/COMMUNICATE WITH THE PERSON WITHIN 10 SECONDS OF THE GREETING.
CRITERIA: ____/____ PROBES OVER NON-TRAINED SITUATIONS.

D15.09: DURING CONVERSATION, THE STUDENT WILL KEEP EYES FOCUSED ON THE EYES OR FACE OF THE OTHER PERSON.
CRITERIA: ____/____ PROBES OVER NON-TRAINED SITUATIONS.

D15.10: DURING A CONVERSATION, THE STUDENT WILL SPEAK OR COMMUNICATE CLEARLY AND WITH SUFFICIENT ENUNCIATION, APPROPRIATE VOLUME AND SPEED TO BE UNDERSTOOD WITHOUT HAVING TO BE ASKED TO REPEAT ANYTHING SAID.
CRITERIA: ____/____ PROBES OVER NON-TRAINED SITUATIONS.

D15.11: THE STUDENT WILL ENGAGE IN A _____ MINUTE CONVERSATION DURING WHICH HE/SHE DOES NOT TALK WHILE THE OTHER PERSON IS SPEAKING OR UNTIL THE OTHER PERSON IS FINISHED WITH A SENTENCE.
CRITERIA: ____/____ PROBES OVER NON-TRAINED SITUATIONS.

D15.12: WHEN THE STUDENT'S FRIEND(S), INCLUDING NON-HANDICAPPED FRIENDS, IS/ARE LEAVING, THE STUDENT WILL RESPOND WITH APPROPRIATE EXPRESSIONS OF LEAVE TAKING TO THEM.
CRITERIA: ____/____ UNTRAINED INSTANCES.

D15.13: WHEN AN ACTIVITY HAS ENDED OR IT IS TIME TO LEAVE, THE STUDENT WILL INITIATE APPROPRIATE EXPRESSIONS OF LEAVE TAKING TO HIS/HER FRIENDS, INCLUDING NON-HANDICAPPED FRIENDS.
CRITERIA: ____/____ UNTRAINED INSTANCES.

D15.14: WHEN INTERACTING WITH STUDENTS, INCLUDING NON -HANDICAPPED FRIENDS, WHO ASKS, "HOW ARE YOU?" THE STUDENT WILL REPLY APPROPRIATELY FOR THE SITUATION.
SPECIFY MODE OF COMMUNICATION:_____
CRITERIA: ____/____ UNTRAINED INSTANCES.

D15.15: WHEN THE STUDENT WANTS (SPECIFY OBJECT/FOOD/ETC.), THE STUDENT WILL COMMUNICATE, "PLEASE" WHEN REQUESTING IT.
SPECIFY MODE OF COMMUNICATION:_____
CRITERIA: ____/____ UNTRAINED INSTANCES.

D15.16: WHEN THE STUDENT RECEIVES (SPECIFY OBJECT/FOOD/ETC.) THE STUDENT WILL COMMUNICATE, "THANK YOU" TO THE GIVER WITHIN _____ SECONDS.
SPECIFY MODE OF COMMUNICATION:_____
CRITERIA: ____/____ UNTRAINED INSTANCES.

D15.17: WHEN GIVING SOMETHING TO A NON-HANDICAPPED PEER, THE STUDENT WILL RESPOND WITH, "YOU ARE WELCOME", WHEN THE PEER SAYS, "THANK YOU".
SPECIFY MODE OF COMMUNICATION:_____
CRITERIA: ____/____ UNTRAINED INSTANCES.

D15.18: WHEN OFFERED SOMETHING NOT CARED FOR OR NEEDED, THE STUDENT WILL COMMUNICATE, "NO, THANK YOU".
SPECIFY MODE OF COMMUNICATION:_____
CRITERIA: ____/____ UNTRAINED INSTANCES.

D15.19: WHEN (SPECIFY SOCIAL SITUATION WITH NON-HANDICAPPED PEER), THE STUDENT WILL COMMUNICATE, "EXCUSE ME", WHEN APPROPRIATE.
SPECIFY MODE OF COMMUNICATION:_____
CRITERIA: ____/____ UNTRAINED INSTANCES.

D15.20: WHEN INTERACTING WITH A STUDENT INCLUDING NON -HANDICAPPED PEER AND THE SITUATION ARISES THAT CALLS FOR AN APOLOGY, THE STUDENT WILL COMMUNICATE, "I'M SORRY".
SPECIFY MODE OF COMMUNICATION:_____
CRITERIA: ____/____ UNTRAINED INSTANCES.

D15.21: WHEN INTERACTING WITH STUDENTS INCLUDING NON -HANDICAPPED PEERS WHO GIVE THE STUDENT A COMPLIMENT, THE STUDENT WILL ACKNOWLEDGE THE COMPLIMENT WITH "THANK YOU" OR SOME OTHER APPROPRIATE ACKNOWLEDGEMENT.
SPECIFY MODE OF COMMUNICATION:_____
CRITERIA: ____/____ UNTRAINED INSTANCES.

D15.22: WHEN WANTING TO TOUCH, HANDLE, EXAMINE, USE OR BORROW SOMETHING FROM SOMEONE, THE STUDENT WILL REQUEST PERMISSION FORM THE OWNER AND GET AN AFFIRMATIVE ANSWER BEFORE TOUCHING IT.
CRITERIA: ____/____ CORRECT AND UNASSISTED PROBES, INTERMIXED.

D15.23: ATER RETURNING A BORROWED OBJECT FROM SOMEONE, THE STUDENT WILL THANK THE PERSON FOR THE USE OF THEIR PROPERTY.
CRITERIA: ____/____ CORRECT AND UNASSISTED PROBES.

D15.24: WHEN BORROWING AN OBJECT FROM A PERSON, THE STUDENT WILL RETURN THE OBJECT TO THE PERSON ON TIME OR WHEN PROMISED.
CRITERIA: NO MORE THAN _____ INSTANCES OF OBJECTS RETURNED LATE WITHIN (SPECIFY TIME PERIOD).

D15.25: IF RETURNING BORROWED PROPERTY LATE, THE STUDENT WILL APOLOGIZE FOR RETURNING THE PROPERTY LATE TO THE OWNER.
CRITERIA: ____/____ CORRECT AND UNASSISTED PROBED.

D15.26: IF RETURNING DAMAGED BORROWED PROPERTY OR IF THE STUDENT LOST SOMETHING THAT WAS BORROWED, THE STUDENT WILL APOLOGIZE TO THE OWNER OF THE PROPERTY AND MAKE FULL RESTITUTION FOR THE DAMAGES PROMPTLY.
CRITERIA: NO MORE THAN _____ INSTANCES OF BORROWED OBJECTS DAMAGED WITHIN (SPECIFY TIME). RESTITUTION WILL BE MAKE WITHIN (SPECIFY TIME ALLOTMENT).

D15.27: THE STUDENT WILL RELATE APPROPRIATELY TO FRIENDS, TEACHERS, OR EMPLOYERS BY REFRAINING FROM INAPPROPRIATE OR PROLONGED TOUCHING, STROKING, PATTING OR HUGGING.
CRITERIA: NO MORE THAN _____ INSTANCE(S) OF INAPPROPRIATE TOUCHING OVER A _____- WEEK PERIOD.

D15.28: DURING UNSUCCESSFUL INTERACTIONS OR TASK PERFORMANCE, THE STUDENT WILL NOT RESPOND WITH NEGATIVE VERBAL OR PHYSICAL OUTBURSTS.
CRITERIA: NO MORE THAN _____ INSTANCE(S) OF NEGATIVE VERBAL OR PHYSICAL OUTBURSTS OVER A _____- WEEK PERIOD.

D16.01: THE STUDENT WILL IDENTIFY THE SEX OF HIM/HERSELF AND OTHERS WHEN ASKED.
CRITERIA: _____% CORRECT RESPONDING OVER _____ TRIALS IN WHICH THE SEX OF DIFFERENT PERSONS IS ASKED OVER _____ CONSECUTIVE SESSIONS.

D16.02: WHEN VISITING THE RESTROOM IN A PUBLIC FACILITY, THE STUDENT WILL GO INTO THE ONE DESIGNATED FOR HIS/HER GENDER.
CRITERIA: ____/____ PROBES OVER NON-TRAINED RESTROOMS.

D16.03: WHEN SHOWN A PICTURE DISPLAYING MALE SEXUAL ANATOMY, THE STUDENT WILL NAME OR POINT TO THE PENIS, TESTES AND SCROTUM.
CRITERIA: _____% CORRECTLY RESPONDING OVER _____ CONSECUTIVE SESSIONS.

D16.04: WHEN SHOWN A PICTURE DISPLAYING FEMALE SEXUAL ANATOMY, THE STUDENT WILL NAME OR POINT TO THE VAGINA AND BREASTS ON THE PICTURE.
CRITERIA: _____% CORRECTLY RESPONDING OVER _____ CONSECUTIVE SESSIONS.

D16.05: WHEN SHOWN A PICTURE OF MALE/FEMALE ANATOMY AND ASKED TO POINT TO THOSE PARTS WHICH ARE "PRIVATE" AND STATE WHAT IS MEANT BY "PRIVATE", THE STUDENT WILL POINT TO THE GENITALS AND BREASTS AND STATE THAT THEY ARE NOT SEEN IN PUBLIC.
CRITERIA: _____% CORRECT OVER _____ SESSIONS.

D16.06: THE STUDENT WILL NAME AT LEAST _____ OF THE 6 THINGS THAT HAPPEN TO A GIRL'S BODY DURING PUBERTY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS.

D16.07: THE STUDENT WILL NAME AT LEAST _____ OF THE 6 THINGS THAT HAPPEN TO A BOY'S BODY DURING PUBERTY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS.

D16.08: THE STUDENT WILL GIVE A SIMPLE DEFINITION OF MENSTRUATION, WHEN IT OCCURS, AND BASIC HYGIENE PRACTICES TO BE FOLLOWED DURING MENSTRUATION.
CRITERIA: 100% CORRECT RESPONDING OVER _____ CONSECUTIVE SESSIONS.

D16.09: THE STUDENT WILL GIVE A SIMPLE DEFINITION OF MASTURBATION AND STATE THAT THIS BEHAVIOR MUST NEVER OCCUR IN PUBLIC OR IN FRONT OF ANOTHER PERSON.
CRITERIA: _____% CORRECT RESPONDING OVER _____ CONSECUTIVE SESSIONS.

D16.10: THE STUDENT WILL GIVE A SIMPLE DEFINITION OF DATING OR POINT TO A PICTURE OF A COUPLE ON A DATE, AND DIFFERENTIATE A DATING RELATIONSHIP FROM A FRIENDSHIP OR OTHER RELATIONSHIPS.
CRITERIA: _____% CORRECT RESPONDING OVER _____ CONSECUTIVE SESSIONS.

D16.11: WHEN SHOWN PICTURES OF PERSONS WHO HAVE VARIOUS RELATIONSHIPS AND WHO ARE SHOWING AFFECTION IN APPROPRIATE/INAPPROPRIATE WAYS, THE STUDENT WILL DISCRIMINATE THOSE INAPPROPRIATE MEANS OF AFFECTION.
CRITERIA: _____% CORRECT RESPONDING OVER _____ CONSECUTIVE SESSIONS.

D16.12: THE STUDENT WILL ANSWER THE FOLLOWING QUESTIONS ON MARRIAGE: A) WHO CAN GET MARRIED? B) HOW OLD SHOULD THEY BE? C) WHAT DO THEY NEED TO GET MARRIED? D) WHY DO THEY GET MARRIED? E) WHAT ARE SOME RESPONSIBILITIES?
CRITERIA: AT LEAST _____% CORRECT RESPONDING OVER _____ CONSECUTIVE SESSIONS.

D16.13: THE STUDENT WILL STATE AT LEAST _____ OF THE FOLLOWING ABOUT SEXUAL INTERCOURSE: A) OCCURS WHEN PENIS IS PLACED IN VAGINA; B) MUST BE IN PRIVATE; C) MAY RESULT IN PREGNANCY; D) NOT ENGAGED IN BY EVERYONE; E) USUALLY LEADS TO ORGASM.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS.

D16.14: THE STUDENT WILL DEFINE PREGNANCY AS HAVING A BABY AND THAT IT CAN ONLY RESULT FROM SEXUAL INTERCOURSE BETWEEN A MAN AND A WOMAN.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS.

D16.15: THE STUDENT WILL CORRECTLY ANSWER THE FOLLOWING QUESTIONS ABOUT BIRTH CONTROL: A) WHY DO PEOPLE USE IT? B) WHAT ARE 3 METHODS? C) WHERE CAN ONE BUY BIRTH CONTROL DEVICES?
CRITERIA: _____% CORRECT RESPONDING OVER _____ CONSECUTIVE SESSIONS.

D16.16: THE STUDENT WILL DEFINE RAPE AS FORCED INTERCOURSE AND STATE AT LEAST _____ PRECAUTIONS TO TAKE TO AVOID BEING RAPED.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS.

D16.17: THE STUDENT WILL NAME AT LEAST _____ SEXUAL ACTIVITIES WHICH ARE AGAINST THE LAW AND STATE WHAT COULD HAPPEN TO A PERSON WHO WAS CAUGHT ENGAGING IN THESE ACTIVITIES.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS

D16.18: THE STUDENT WILL SAY OR SIGN AT LEAST ONE CORRECT ANSWER FOR EACH OF THE FOLLOWING QUESTIONS: A) WHAT IS V.D.? B) WHAT ARE ITS SYMPTOMS? C) HOW CAN IT BE TREATED?
CRITERIA: _____% CORRECT RESPONDING OVER _____ CONSECUTIVE SESSIONS.

D17.01: WHEN NEEDING TO ENTER THROUGH A CLOSED DOOR AT HOME, IN THE COMMUNITY, OR AT SCHOOL, THE STUDENT WILL KNOCK ON THE DOOR BEFORE ENTERING AND WAIT TO BE INVITED INTO THE ROOM. IF NO ONE ANSWERS THE KNOCK, THE STUDENT WILL KNOCK AGAIN LOUDER. IF NO ONE ANSWERS THE SECOND KNOCK, THE STUDENT WILL LEAVE AND NOT TRY TO ENTER THE DOOR UNINVITED.
CRITERIA: ____/____ CORRECT AND UNASSISTED PROBES.

D17.02: WHEN GIVEN A SEALED ENVELOPE TO DELIVER, THE STUDENT WILL DELIVER THE UNOPENED ENVELOP PROMPTLY.
CRITERIA: ____/____ CORRECT AND UNASSISTED PROBES.

D17.03: WHEN OTHERS HAVE BEEN WAITING FOR THE STUDENT, THE STUDENT WILL THANK THE OTHER FOR WAITING WHEN S/HE ARRIVES.
CRITERIA: ____/____ CORRECT AND UNASSISTED PROBES.

D17.04: WHEN THE STUDENT IS LATE FOR _SPECIFY EVENT_, THE STUDENT WILL PROMPTLY APOLOGIZE TO THE PERSONS WHO WERE KEPT WAITING WHEN S/HE ARRIVES.
CRITERIA: NO MORE THE _____ OCCASIONS OF BEING LATE IN (SPECIFY TIME). APOLOGIES WILL BE DELIVERED WITHIN (SPECIFY TIME ALLOTMENT).

D17.05: WHEN (SPECIFY PERSON) IS TALKING TO THE STUDENT OR TO THE GROUP THAT THE STUDENT IS IN, THE STUDENT WILL DEMONSTRATE LISTENING BEHAVIORS TO THE PERSON TALKING BY ORIENTING HIS/HER HEAD IN THE DIRECTION OF THE SPEAKER, MAKING EYE CONTACT WITH THE SPEAKER, NODDING IN AGREEMENT, AND BY NOT SPEAKING UNTIL IT IS APPROPRIATE.
CRITERIA: _____% OF THE INTERVALS OBSERVED.

D17.06: WHEN A STUDENT BRINGS A SPECIAL TREAT OR OTHER ITEMS WITH HIM, S/HE WILL SHARE THE TREATS OR ITEMS WITH OTHERS WHEN APPROPRIATE.
CRITERIA: ____/____ OCCASIONS, CORRECT AND UNPROMPTED.

D17.07: WHEN A PERSON THAT THE STUDENT KNOWS IS SICK, HURT, UPSET, OR SAD, THE STUDENT WILL COMFORT THE PERSON BY SAYING HE/SHE IS SORRY THAT THE PERSON FEELS BAD AND THAT HE/SHE HOPES THEY FEEL BETTER SOON.
CRITERIA: ____/____ OCCASIONS, CORRECT AND UNPROMPTED.

D17.08: WHEN A PERSON WINS A GAME OR CONTEST, THE STUDENT WILL TELL THEM, "CONGRATULATIONS!" OR SIMILAR EXPRESSION.
CRITERIA: ____/____ OCCASIONS, CORRECT AND UNPROMPTED.

D17.09: WHEN THE STUDENT WINS A GAME OR CONTEST OR DOES SOMETHING SPECIAL FOR RECOGNITION, THE STUDENT WILL WIN GRACEFULLY, WITHOUT BRAGGING OR TEASING THOSE NOT WINNING.
CRITERIA: NO MORE THAN _____ INSTANCES OF BRAGGING OUT OF _____ INSTANCES OF WINNING.

D17.10: WHEN A PERSON IS IN NEED OF ASSISTANCE, THE STUDENT WILL OFFER TO HELP. (FOR EXAMPLE: OPENING A DOOR FOR A PERSON, HOLDING AN ELEVATOR FOR A PERSON, LETTING A PERSON WITH A FEW ITEMS CHECK OUT IN FROM OF THEM AT THE STORE, ETC.)
CRITERIA: ____/____ OCCASIONS, CORRECT AND UNPROMPTED.

D17.11: WHEN A PERSON IS IN NEED OF HELP THAT THE STUDENT CANNOT GIVE, THE STUDENT WILL IMMEDIATELY SEEK APPROPRIATE HELP FOR THE PERSON.
CRITERIA: ____/____ OCCASIONS, CORRECT AND UNPROMPTED.

D17.12: WHEN A FRIEND IS ABSENT FROM SCHOOL, THE STUDENT WILL CALL THE FRIEND THAT NIGHT TO FIND OUT HOW S/HE IS OR ASK THEM THE NEXT DAY IF THEY ARE FEELING BETTER.
CRITERIA: ____/____ OCCASIONS, CORRECT AND UNPROMPTED.

D17.13: THE STUDENT WILL SHARE SPACE AND APPLICANCES, I.E., USING THE BATHROOM OR TV, WITH OTHER PERSONS AT HOME AND IN THE COMMUNITY.
CRITERIA: ____/____ OPPORTUNITIES PER WEEK FOR _____ WEEKS.

RECREATION/LEISURE INSTRUCTIONAL OBJECTIVES

RECREATION/LEISURE INSTRUCTIONAL OBJECTIVES

(ADAPTED FROM THE JESSAMINE COUNTY CURRICULUM FOR STUDENTS WITH MODERATE AND SEVERE HANDICAPS, SHARON GUILTINAN, AUTHOR)

R01.01: THE STUDENT WILL PERFORM AT LEAST _____ MIN. OF CALISTHENICS 5 DAYS EACH WEEK, PERFORMING AT LEAST _____% OF THE TASK ANALYZED STEPS FOR EACH EXERCISE CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER _____ CONSECUTIVE WEEKS.

R01.02: THE STUDENT WILL WALK AT LEAST _____ MIN. INDEPENDENTLY AND WITHOUT STOPPING _____ OF 5 DAYS EACH WEEK.
CRITERIA: OVER _____ CONSECUTIVE WEEKS.

R01.03: THE STUDENT WILL JOG A TOTAL OF _____ MILES EACH WEEK INDEPENDENTLY AND WITHOUT STOPPING.
CRITERIA: OVER _____ CONSECUTIVE WEEKS.

R01.04: THE STUDENT WILL PARTICIPATE IN AEROBIC DANCING/EXERCISES AS THEY ARE LED EITHER FROM A RECORD, AN INSTRUCTOR, OR FROM A VIDEO, AT LEAST _____ MINUTES, _____ DAYS A WEEK.
CRITERIA: OVER _____ CONSECUTIVE WEEKS

R02.01: THE STUDENT WILL LOSE A TOTAL OF _____ POUNDS PER MONTH BY LIMITING FOOD INTAKE TO LOW CALORIE AND NUTRITIOUS FOODS AND PARTICIPATING IN A DAILY EXERCISE PROGRAM.
CRITERIA: WEIGHT LOSS FOR _____ MONTHS.

R02.02: THE STUDENT WILL WEIGH HIM/HERSELF WEEKLY AND INDICATE WHETHER THERE WAS A WEIGHT GAIN OR LOSS FOR THAT WEEK.
CRITERIA: _____% CORRECT RESPONDING OVER _____ CONSECUTIVE SESSIONS.

R02.03: THE STUDENT WILL CHECK THE LUNCH MENU AT SCHOOL DAILY, INDICATE WHICH FOODS ARE LOW IN CALORIES, AND EAT ONLY LOW CALORIE FOODS.
CRITERIA: _____% OF LUNCHES OVER _____ CONSECUTIVE WEEKS.

R03.01: THE STUDENT WILL MAKE AND DISPLAY FINISHED PRODUCTS USING PAINT, GLUE, CLAY, DRAWING MATERIALS, PAPER, WOODS, AND/OR MODELS, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS FOR EACH PRODUCT/MATERIAL CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS.

R03.02: AFTER WORKING WITH ARTS/CRAFTS MATERIALS, THE STUDENT WILL CLEAN UP THE WORK AREA BY WIPING ALL SPILLS, CLEARING THE SURFACE OF DEBRIS AND MATERIALS, RETURNING SUPPLIES, AND PLACING FINISHED OR UNFINISHED PRODUCT IN A SAFE PLACE.
CRITERIA: AT LEAST _____% OF ARTS/CRAFTS SESSIONS PER MONTH.

R03.03: THE STUDENT WILL VOLUNTARILY ENGAGE IN ACTIVITIES USING ARTS/CRAFTS SKILLS DURING NONWORK OR NONCLASS HOURS.
CRITERIA: AT LEAST _____% OF BREAK TIMES PER WEEK OVER _____ CONSECUTIVE WEEKS.

R03.04: THE STUDENT WILL CHECK ARTS/CRAFTS SUPPLIES ON A WEEKLY BASIS AND REPORT TO THE TEACHER ANY MATERIALS WHICH ARE MISSING OR ARE IN LOW SUPPLY.
CRITERIA: CORRECT CHECKS ____/____ WEEKS

R04.01: THE STUDENT WILL VOLUNTARILY USE ONE OR MORE OF THE FOLLOWING SKILLS DURING NONWORK HOURS TO MAKE OR MEND FINISHED PRODUCTS: MACHINE SEWING, CROCHET, EMBROIDERY, KNITTING, HAND SEWING, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS FOR EACH SKILL/PRODUCT CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS

R05.01: THE STUDENT WILL PERFORM GARDENING SKILLS NECESSARY TO MAINTAIN A GARDEN OR LANDSCAPE AREA INCLUDING: PLANTING, WATERING, PRUNING, WEEDING, CONTROLLING INSECTS, FERTILIZING AND/OR HARVESTING, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS FOR EACH GARDEN PROJECT CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER _____ CONSECUTIVE WEEKS.

R05.02: THE STUDENT WILL PERFORM GARDENING STEPS NECESSARY TO MAINTAIN A HEALTHY INDOOR PLANT INCLUDING: WATERING, SUNNING, FERTILIZING, CHECKING FOR BUGS, AND IDENTIFYING SIGNS OF UNHEALTHY PLANTS, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER _____ CONSECUTIVE WEEKS

R06.01: THE STUDENT WILL IDENTIFY THE CORRECT INFORMATION ABOUT THE HEALTH, CARE AND FEEDING OF COMMON HOUSE PETS (DOGS, CATS, BIRDS, FISH, GERBILS, ETC.)
CRITERIA: _____% CORRECT RESPONDING OVER _____ CONSECUTIVE SESSIONS.

R07.01: THE STUDENT WILL READ THE LOCAL NEWSPAPER TO LOCATE AND IDENTIFY AT LEAST ONE NEWS ITEM FOUND IN EACH OF THE FOLLOWING SECTIONS: WANT ADS, NATIONAL/FOREIGN NEWS, LOCAL NEWS, COMICS, ADVERTISEMENTS, WEATHER, SPORTS.
CRITERIA: AT LEAST _____% CORRECT RESPONDING FOR EACH OF THE CATEGORIES OVER _____ CONSECUTIVE SESSIONS.

R07.02: THE STUDENT WILL READ A MAGAZINE AND IDENTIFY EACH OF THE FOLLOWING: COVER PICTURE, TABLE OF CONTENTS, ARTICLES, PICTURES, ADVERTISEMENTS.
CRITERIA: _____% CORRECT RESPONDING OVER _____ CONSECUTIVE SESSIONS.

R07.03: AFTER READING A SIMPLE SHORT STORY, THE STUDENT WILL ANSWER AT LEAST _____% OF THE COMPREHENSION QUESTIONS ASKED ABOUT THE CHARACTERS AND PLOT OF THE STORY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS AND AT LEAST _____ STORIES.

R07.04: WHEN TAKEN TO THE PUBLIC LIBRARY THE STUDENT WILL SELECT ONLY THE READING MATERIAL COMMONLY SELECTED BY HIS/HER PEERS, HANDLE BOOKS/MAGAZINES APPROPRIATELY, AND CHECK MATERIALS OUT FROM THE LIBRARY CORRECTLY.
CRITERIA: AT LEAST _____/_____ TRIPS TO THE LIBRARY.

R07.05: THE STUDENT WILL VOLUNTARILY AND INDEPENDENTLY READ AT LEAST _____ AGE-APPROPRIATE BOOKS (EITHER IN SCHOOL OR AT HOME) PER MONTH, AND COMMUNICATE A SHORT REPORT TO THE TEACHER IDENTIFYING THE MAIN PLOT AND AT LEAST ONE OF THE MAIN CHARACTERS OF THE STORY.
CRITERIA: AT LEAST _____/10 MONTHS.

R08.01: THE STUDENT WILL KEEP A MEMORY BOOK OR SCRAPBOOK TO STORE PERSONAL RECORDS AND REMEMBRANCES OF SPECIAL EVENTS, PETS, FRIENDS, AND PLACES.
CRITERIA: AT LEAST _____/10 MONTHS

R08.02: THE STUDENT WILL KEEP A PERSONAL CALENDAR OR DATE BOOK FOR APPOINTMENTS AND SPECIAL OCCASIONS AND USE IT TO JUDGE THE AMOUNT OF TIME UNTIL A PARTICULAR EVENT.
CRITERIA: AT LEAST _____/10 MONTHS

R08.03: THE STUDENT WILL DICTATE A FRIENDLY LETTER TO A NON-HANDICAPPED PEER WHO WRITES THE LETTER ON PAPER. THE STUDENT WILL THEN COPY THE LETTER FROM THE MODEL COMPLETELY AND INDEPENDENTLY.
CRITERIA: NO MORE THAN _____ ERRORS PER LETTER OVER _____ LETTERS

R08.04: THE STUDENT WILL LOCATE THE CORRECT ADDRESS IN HIS/HER ADDRESS BOOK AND COPY THE ADDRESS TO THE ENVELOPE AND PLACE THE STAMP IN THE UPPER-RIGHT HAND CORNER, PERFORMING _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: NO MORE THAN _____ ERRORS PER ENVELOPE OVER _____ ENVELOPES.

R09.01: THE STUDENT WILL WATCH THE LOCAL T.V. NEWS PROGRAM FOR AT LEAST 30 MINUTES AND ANSWER AT LEAST _____/10 QUESTIONS PERTAINING TO INFORMATION GIVEN IN THE NEWSCAST.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS.

R09.02: THE STUDENT WILL INDICATE HIS/HER CHOICE OF T.V. PROGRAMS BY POINTING IN THE T.V. GUIDE, VERBALIZING, OR SIGNING THE NAME OF THE PROGRAM, AND WILL SELECT THE CORRECT CHANNEL FOR THAT PROGRAM.
CRITERIA: AT LEAST _____% OF TRIALS INTERMIXED OVER _____ WEEK(S).

R09.03: THE STUDENT WILL OPERATE A VCR MACHINE TO PLAY A TAPE BY TURNING ON THE VCR, INSERTING THE TAPE, PUSHING PLAY, USING FAST FORWARD OR REWIND AS NECESSARY, PUSHING STOP AND/OR REWIND WHEN FINISHED, PUSHING THE EJECT BUTTON TO REMOVE TAPE, AND STORING THE TAPE IN IT'S BOX TO KEEP OUT THE DUST.
CRITERIA: _____% OF THE TASK ANALYZED STEPS, ____/____ PROBES OVER _____ DIFFERENT VCR MACHINES.

R10.01: WHEN LISTENING TO THE RADIO THE STUDENT WILL CORRECTLY RESPOND WHEN ASKED "WHAT MUSIC/PROGRAM WERE YOU LISTENING TO?"
CRITERIA: AT LEAST ___/___ TRIALS INTERSPERSED OVER _____ DAYS.

R10.02: THE STUDENT WILL IDENTIFY A PREFERRED RADIO STATION AND USE THE TUNING KNOB TO SELECT THE STATION AND THE VOLUME KNOB TO CONTROL THE VOLUME.
CRITERIA: AT LEAST ___/___ TRIALS INTERSPERSED OVER _____ DAYS.

R11.01: WHEN THE STUDENT HAS SOME LEISURE TIME AND THE DESIRE TO LISTEN TO SOME MUSIC, THE STUDENT WILL INITIATE THE ACTIVITY OF LISTENING TO THE STEREO, COMPLETING _____% OF THE TASK ANALYZED STEPS FOR OPERATING THE STEREO.
CRITERIA: OVER _____ CONSECUTIVE WEEKS.

R11.02: THE STUDENT WILL PLAY A RECORD OF HIS/HER OWN CHOOSING ON THE STEREO, INCLUDING HANDLING THE RECORD APPROPRIATELY, PLACING THE RECORD ON THE TURNTABLE, TURNING ON/OFF, CONTROLLING THE VOLUME/SPEED, AND USING HEADPHONES WHEN APPROPRIATE, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS FOR OPERATING THE STEREO CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS.

R11.03: WHEN SHOWN RECORDS APPROPRIATE FOR VARIOUS AGES, THE STUDENT WILL SELECT ONLY THOSE RECORDS WHICH ARE APPROPRIATE FOR PERSONS OF HIS/HER AGE.
CRITERIA: AT LEAST _____% OF TRIALS OVER _____ CONSECUTIVE SESSIONS.

R11.04: WHEN AT LEAST 60 SECONDS OF A SONG POPULAR WITH PEERS IS PLAYED, THE STUDENT WILL IDENTIFY EITHER THE NAME OF THE SONG OR THE PERSON/GROUP PERFORMING THE SONG.
CRITERIA: AT LEAST _____% TRIALS OVER _____ CONSECUTIVE SESSIONS.

R12.01: WHEN OPERATING A CASSETTE TAPE PLAYER, THE STUDENT WILL USE THE APPROPRIATE BUTTONS ON THE MACHINE TO DO THE FUNCTIONS DESIRED, I.E., PLAY, FAST FORWARD, REWIND, STOP, EJECT, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS.

R12.02: THE STUDENT WILL PLAY AN AGE-APPROPRIATE CASSETTE OF HIS/HER CHOOSING INCLUDING: INSERTING THE CASSETTE, CONTROLLING THE VOLUME, USING HEAD PHONES WHEN APPROPRIATE, REMOVING THE CASSETTE AND TURNING OFF THE CASSETTE PLAYER WHEN FINISHED, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS.

R12.03: THE STUDENT WILL PLAY AN AGE-APPROPRIATE 8-TRACK TAPE OF HIS/HER CHOOSING INCLUDING: INSERTING THE TAPE, CONTROLLING THE VOLUME, USING HEAD PHONES WHEN APPROPRIATE, REMOVING THE TAPE AND TURNING OFF THE TAPE PLAYER WHEN FINISHED, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS.

R13.01: THE STUDENT WILL PLAY A SIMPLE CARD GAME WITH AT LEAST ONE OTHER PERSON, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS FOR THAT GAME CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS.

R13.02: THE STUDENT WILL PLAY A SIMPLE BOARD GAME WITH AT LEAST ONE OTHER PERSON, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS FOR THAT GAME CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS.

R13.03: THE STUDENT WILL PLAY A SIMPLE TABLE GAME (POOL, PING-PONG, ETC.) WITH AT LEAST ONE OTHER PERSON, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS.

R13.04: THE STUDENT WILL DEMONSTRATE APPROPRIATE SOCIAL SKILLS WHILE PLAYING GAMES INCLUDING: ASKING OTHERS TO PLAY, FOLLOWING THE RULES OF THE GAME, TAKING TURNS, AND DEMONSTRATING GOOD SPORTSMANSHIP, PREFORMING _____% OF TASK ANALYZED STEPS.
CRITERIA: _____/_____ OCCASIONS IN WHICH GAMES ARE PLAYED IN A _____ (SPECIFY TIME PERIOD).

R14.01: THE STUDENT WILL PARTICIPATE IN COMPETITIVE TEAM SPORTS ACTIVITIES AT LEAST _____ HOURS PER WEEK, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER _____ CONSECUTIVE WEEKS.

R15.01: THE STUDENT WILL PLAN TO ATTEND A SCHOOL DANCE BY PURCHASING A DANCE TICKET PRIOR TO THE DANCE AND BY BRINGING THE TICKET TO THE DANCE FOR ADMISSION.
CRITERIA: A TICKET IS PURCHASED AHEAD OF TIME FOR ____/____ DANCES.

R15.02: WHEN A SONG IS PLAYED AT A DANCE WHICH HAS A SLOW RHYTHM AND TO WHICH COUPLES USUALLY DANCE CLOSELY TOGETHER, THE STUDENT WILL ASK ANOTHER STUDENT OF THE OPPOSITE SEX TO DANCE AND WILL NOT ASK OR ACCEPT AN INVITATION FROM A STUDENT OF THE SAME SEX.
CRITERIA: _____/_____ SLOW SONGS DANCED.

R15.03: THE STUDENT WILL LOCATE AND PURCHASE REFRESHMENTS FROM THE REFRESHMENT TABLE/STAND/CONCESSIONS WHEN DESIRING FOOD OR DRINK , COMPLETING _____% OF THE TASK ANALYZED STEPS FOR MAKING A SMALL PURCHASE, (I.E. GIVING THE MONEY, GETTING CHANGE, PUTTING MONEY AWAY, ETC.).
CRITERIA: ____/____ CORRECT AND INDEPENDENT RESPONSES OVER VARIOUS SITUATIONS.

R15.04: WHEN THE STUDENT IS GREETED BY ANOTHER PERSON, THE STUDENT WILL INITIATE A CONVERSATION BY BEGINNING TO SPEAK TO THE PERSON WITHIN 30 SECONDS OF THE GREETING.
CRITERIA: ____/____ PROBES OVER NON-TRAINED SITUATIONS.

R15.05: THE STUDENT WILL DEMONSTRATE SKILL IN DANCING BY ASKING ANOTHER PERSON TO DANCE OR BY ACCEPTING AN INVITATION TO DANCE AND WILL DANCE THROUGH AN ENTIRE SONG BY MOVING ABOUT IN RHYTHM TO THE MUSIC WITHOUT STEPPING ON OTHERS' FEET OR BUMPING AGAINST PARTNER OR OTHERS.
CRITERIA: AT LEAST _____% OF PROBES OF DANCES ATTENDED DURING THE SCHOOL YEAR.

R16.01: WHEN ATTENDING SCHOOL SPORTING EVENTS, THE STUDENT WILL PURCHASE A TICKET BY GIVING THE CORRECT NEXT DOLLAR AMOUNT AND FIND A SEAT IN THE STANDS/BLEACHERS ON THE SIDE FOR WHICH THE STUDENT IS CHEERING.
CRITERIA: _____% OF THE PROBES OF SPORTING EVENTS ATTENDED DURING THE SCHOOL YEAR.

R16.02: THE STUDENT WILL COMMUNICATE CORRECT INFORMATION ABOUT THE SCORING PROCEDURES AND RULES OF THE FOLLOWING TEAM SPORT(S): BASKETBALL, FOOTBALL, SOCCER, TRACK, OTHER: _____CRITERIA: AT LEAST _____% CORRECT RESPONDING OVER _____ CONSECUTIVE SESSIONS.

R16.03: THE STUDENT WILL PARTICIPATE IN SCHOOL-WIDE ACTIVITIES INCLUDING ASSEMBLIES BY EXHIBITING APPROPRIATE BEHAVIOR, I.E., SIT/STAND AS APPROPRIATE, CLAP/CHEER AS APPROPRIATE, REFRAIN FROM TOUCHING OTHERS, ETC.
CRITERIA: AT LEAST _____% OF THE TIME ALLOTTED FOR EACH ACTIVITY.
SPECIFY TARGET OCCASION(S):_____
DESCRIBE APPROPRIATE BEHAVIOR FOR ACTIVITY IN MEASURABLE TERMS:
_____

R17.01: THE STUDENT WILL PARTICIPATE IN AT LEAST ONE SCHOOL SPONSORED CLUB OR SPORT, ATTENDING AT LEAST _____% OF SCHEDULED MEETINGS AND CARRYING OUT ASSIGNED DUTIES ON TIME.
CRITERIA: ATTENDANCE AT LEAST _____% PER MONTH FOR _____/_____ 10 MONTHS.

R17.02: THE STUDENT WILL PARTICIPATE IN AT LEAST ONE RECREATIONAL CLUB OR PROGRAM, (4-H, SCOUTS, ETC.) ATTENDING AT LEAST _____% OF SCHEDULED MEETINGS, AND FULFILLING THE REQUIREMENTS OF THE PROGRAM.
DESCRIBE THE PROGRAM REQUIREMENTS: _____
_____

R17.03: PRIOR TO ATTENDING A CLUB MEETING, THE STUDENT WILL MAKE ARRANGEMENTS FOR A RIDE HOME.
CRITERIA: MAKE ARRANGEMENTS FOR AT LEAST _____% OF MEETINGS PER MONTH FOR _____/10 MONTHS.

R17.04: WHEN THE STUDENT IS RESPONSIBLE FOR __(SPECIFY JOB OR RESPONSIBILITY)__, THE STUDENT WILL ALLOW ENOUGH TIME TO GET TO THE JOB SITE AND ALLOW ENOUGH TIME TO COMPLETE THE JOB.
CRITERIA: ____/____ OPPORTUNITIES PER WEEK FOR _____ WEEKS.

R17.05: WHEN THE STUDENT IS GREETED BY ANOTHER PERSON, THE STUDENT WILL INITIATE A CONVERSATION BY BEGINNING TO SPEAK TO THE PERSON WITHIN 30 SECONDS OF THE GREETING.
CRITERIA: ____/____ PROBES OVER NON-TRAINED GREETINGS.

R17.06: THE STUDENT WILL PARTICIPATE IN GROUP INTERACTIONS BY LISTENING TO OTHERS, GIVING RELEVANT INPUT, VOTING ON DECISIONS, OTHER: _____.
CRITERIA: THE STUDENT PARTICIPATES IN _____% OF INTERACTIONS POSSIBLE DURING THE TIME PERIOD SPECIFIED.

R18.01: WHEN ASKED, "WHERE COULD YOU GO FOR FUN AROUND TOWN ON SATURDAY AFTERNOON?" AND/OR, "WHERE COULD YOU GO FOR FUN IN TOWN AT NIGHT?" THE STUDENT WILL INDICATE AT LEAST _____ PLACES IN THE LOCAL COMMUNITY APPROPRIATE FOR THE QUESTION.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS.

R18.02: THE STUDENT WILL NAME AT LEAST _____ PLACES IN THE COMMUNITY TO GO ON WEEKENDS OR AT NIGHT AND CORRECTLY ANSWER THESE QUESTIONS: A) WHAT DO YOU DO THERE? B) HOW DO YOU GET THERE? C) WHAT MATERIALS DO YOU NEED TO GO THERE?
CRITERIA: _____% CORRECT OVER _____ SESSIONS.

R18.03: THE STUDENT WILL MAKE ARRANGEMENTS WITH A FRIEND TO ATTEND A LOCAL PUBLIC RECREATION ACTIVITY, ARRANGING THE DATE AND TIME, PLACE AND ACTIVITY, MATERIALS OR MONEY NEEDED, TRANSPORTATION TO AND FROM ACTIVITY.
CRITERIA: _____% CORRECT RESPONDING OVER _____ CONSECUTIVE SESSIONS FOR EACH ACTIVITY.

R19.01: THE STUDENT WILL ATTEND SCHOOL ASSEMBLIES, LOCAL MOVIE THEATER, COMMUNITY MUSICAL, AND/OR THEATRICAL PERFORMANCES, SITTING APPROPRIATELY, ATTENDING TO THE PERFORMANCE, AND APPLAUDING APPROPRIATELY FOR THE ENTIRE PROGRAM, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER _____ OUTINGS.

R19.02: THE STUDENT WILL COMMUNICATE (VERBALLY, BY SIGN, GESTURE, CARDS, OR OTHER AUGMENTATIVE DEVICE) A MOVIE CHOICE WHEN READ A LIST OF CURRENTLY PLAYING MOVIES, OR WILL OPEN THE NEWSPAPER TO THE THEATER SECTION AND COMMUNICATE HIS/HER MOVIE CHOICE.
CRITERIA: _____% OF PROBES OVER _____ CONSECUTIVE SESSIONS.

R19.03: THE STUDENT WILL INVITE A FRIEND TO ATTEND AN AGE -APPROPRIATE MOVIE AT A LOCAL THEATER, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS.

R20.01: THE STUDENT WILL INVITE A NON-HANDICAPPED FRIEND(S) TO SPECIFY AGE-APPROPRIATE ACTIVITY , COMMUNICATING ALL THE NECESSARY COMPONENTS OF THE ACTIVITY, I.E., TIME, PLACE, COST, ACTIVITY, DATE, ETC.
CRITERIA: AT LEAST _____ INVITATIONS PER MONTH/SCHOOL YEAR. (SPECIFY ONE).

R20.02: WHEN ASKED FOR A SHOE SIZE AT THE LOCAL BOWLING ALLEY, THE STUDENT WILL COMMUNICATE HIS/HER SHOE SIZE.
CRITERIA: _____% OF PROBES OVER _____ CONSECUTIVE SESSIONS AT A BOWLING ALLEY.

R20.03: AFTER OBTAINING SHOES, THE STUDENT WILL FIND AN APPROPRIATE WEIGHT BALL AND MOVE TO THE LANE ASSIGNED TO HIM/HER.
CRITERIA: ____/____ CORRECT AND UNASSISTED PROBES.

R20.04: THE STUDENT WILL WAIT HIS TURN AND, AT THE APPROPRIATE TIMES, ROLL THE BOWLING BALL DOWN THE LANE COMPLETING _____% OF THE TASK ANALYZED STEPS CORRECTLY AND UNASSISTED.
CRITERIA: _____% OF THE TIMES THE BALL IS ROLLED PER GAME.

R20.05: WHILE BOWLING WITH OTHERS, THE STUDENT WILL PUSH THE RESET BUTTON WHEN NECESSARY AND HELP KEEP SCORE, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: _____/_____ CONSECUTIVE BOWLING GAMES.

R20.06: WHEN FINISHED BOWLING, THE STUDENT WILL RETURN THE BALL TO THE RACK AND SHOES TO THE DESK, COMPLETING _____% OF THE TASK ANALYZED STEPS CORRECTLY AND UNASSISTED.
CRITERIA: OVER _____ CONSECUTIVE GAMES.

R20.07: WHEN TOLD THE AMOUNT OWED FOR THE BOWLING GAME(S), THE STUDENT WILL COUNT OUT THE AMOUNT ASKED FOR AND ONE MORE BILL FOR CHANGE, IF NECESSARY, COMPLETING _____% OF THE TASK ANALYZED STEPS CORRECTLY AND UNASSISTED.
CRITERIA: OVER _____ CONSECUTIVE GAMES.

R21.01: THE STUDENT WILL SAFELY ENTER AND EXIT THE SWIMMING POOL, COMPLETING _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: ____/____ TRIALS OVER _____ SESSIONS.

R21.02: THE STUDENT WILL FOLLOW ALL SAFETY RULES POSTED BY THE SWIMMING POOL.
CRITERIA: 100% OF THE TIME _____/_____ SESSIONS.

R21.03: THE STUDENT WILL PERFORM THE FOLLOWING ACTIVITIES IN THE SWIMMING POOL: SWIMMING, FLOATING, DIVING, JUMPING OFF DIVING BOARD, OTHER:_____, CORRECTLY AND INDEPENDENTLY, COMPLETING _____% OF THE TASK ANALYZED STEPS.
CRITERIA: ____/____ TRIALS ON _____ CONSECUTIVE SESSIONS FOR EACH SKILL.

R22.01: THE STUDENT WILL USE A PERSONAL COMPUTER TO (SPECIFY ACTIVITY), COMPLETING _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS.

R22.02: WHEN USING COMPUTERIZED GAMES, (NINTENDO, ATARI, ETC.), THE STUDENT WILL INSERT THE GAME CARTRIDGE, TURN THE GAME ON, MANIPULATE THE CONTROLS TO PLAY THE GAME, TURN THE GAME OFF AND REMOVE THE CARTRIDGE WHEN FINISHED, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS.

R23.01: WHEN TAKING A PHOTOGRAPH, THE STUDENT WILL COMPLETE AT LEAST _____% OF THE TASK ANALYZED STEPS FOR PICTURE TAKING, CORRECTLY AND INDEPENDENTLY.
CRITERIA: NO MORE THAN _____ INCORRECTLY FRAMED OR EXPOSED PICTURES PER ROLL. SPECIFY NUMBER IN ROLL: _____
SPECIFY CAMERA TYPE: (BE SURE TO TASK ANALYZE EACH CAMERA TYPE): (polariod or land, disk, 110 mm, 135 mm, disposable).

R23.02: THE STUDENT WILL LOAD THE FILM INTO THE CAMERA WITHOUT EXPOSING THE FILM TO THE LIGHT AND INSERT/ATTACH THE FLASH IF NECESSARY IN PREPARATION FOR TAKING A PICTURE, COMPLETING _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS.

R23.03: AFTER THE FILM ROLL HAS BEEN EXPOSED AND THE FILM ADVANCE LEVER WILL NOT ADVANCE ANYMORE, THE STUDENT WILL REWIND THE FILM AND REMOVE THE FILM FROM THE CAMERA, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS FOR FILM REMOVAL CORRECTLY AND INDEPENDENTLY.
CRITERIA: NO MORE THAN ____ RUINED PICTURES PER ROLL OF FILM.

R23.04: AFTER UNLOADING THE EXPOSED FILM FROM THE CAMERA, THE STUDENT WILL SELECT A STORE THAT DEVELOPS FILM AND TAKE THE FILM THERE, COMPLETING _____% OF THE TASK ANALYZED STEPS FOR FILLING OUT THE FILM ENVELOPE CORRECTLY AND INDEPENDENTLY.
CRITERIA: ____/____ PROBES.

R23.05: AFTER WAITING THE RECOMMENDED AMOUNT OF TIME FOR THE FILM TO BE DEVELOPED, THE STUDENT WILL INITIATE A TRIP TO THE STORE TO GET THE PHOTOGRAPHS INCLUDING: ASKING FOR THE PHOTOGRAPHS FROM THE SALES CLERK, CHECKING THE PHOTOGRAPHS, AND PAYING FOR THE PHOTOGRAPHS, COMPLETING _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: ____/____ PROBES

R23.06: THE STUDENT WILL ARRANGE PHOTOGRAPHS INTO A PHOTO ALBUM ATTRACTIVELY TO SHARE WITH PEERS AND FAMILY, COMPLETING ____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: ____/____ PICTURES ARRANGED IN BOOK

R24.01: AT THE LOCAL SKATING RINK, THE STUDENT WILL REQUEST THE APPROPRIATE SKATE SIZE, PUT THE SKATES ON, SKATE WITH THE FLOW OF TRAFFIC, MAINTAIN A SAFE SPEED, REMOVE AND RETURN SKATES WHEN FINISHED, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: ____/____ PROBES.

R25.01: THE STUDENT WILL FISH USING APPROPRIATE EQUIPMENT AND OBSERVING SAFETY RULES, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: ____/____ PROBES.

R26.01: THE STUDENT WILL RIDE 3-WHEELED VEHICLES (TRICYCLES, BIG WHEELS, ETC.), OBSERVING SAFETY RULES AND NOT FALLING OFF OR RUNNING INTO PEOPLE, BUILDINGS, OR OBJECTS COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY
CRITERIA: ____/____ PROBES, OVER _____ CONSECUTIVE WEEKS.

R27.01: THE STUDENT WILL RIDE 2-WHEELED VEHICLES (BICYCLES, SCOOTERS, ETC.), OBSERVING SAFETY RULES, NOT FALLING OFF, AND NOT RUNNING INTO OTHER PEOPLE, BUILDINGS OR OBJECTS, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: ____/____ PROBES, OVER _____ CONSECUTIVE WEEKS.

R28.01: THE STUDENT WILL RIDE MOTORIZED ALL-TERRAIN VEHICLES AND MOTORCYCLES, FOLLOWING THE SAFETY RULES AND BEING A COURTEOUS DRIVER, COMPLETING _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: ____/____ PROBES, OVER _____ CONSECUTIVE WEEKS.

R29.01: THE STUDENT WILL RIDE A SKATEBOARD WEARING SAFETY EQUIPMENT AND OBSERVING SAFETY RULES, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY.
CRITERIA: ____/____ PROBES, OVER _____ CONSECUTIVE WEEKS.

R30.01: THE STUDENT WILL RENT AN AGE-APPROPRIATE MOVIE FROM A VIDEO STORE, CORRECTLY AND INDEPENDENTLY PERFORMING _____% OF THE TASK ANALYZED STEPS FOR RENTING AND PAYING FOR THE MOVIE WITHIN _____ MINUTES OF SELECTING THE MOVIE.
CRITERIA: ____/____ PROBES, OVER _____ UNTRAINED STORES.

R30.02: THE STUDENT WILL RETURN THE RENTED MOVIE TO THE VIDEO STORE THE NEXT DAY BEFORE A LATE CHARGE IS APPLIED.
CRITERIA: NO MORE THAN _____ INSTANCES OF RETURNING A LATE MOVIE WITHIN (SPECIFY TIME PERIOD) _____.

R31.01: THE STUDENT WILL MOUNT A SADDLED HORSE BEING HELD BY THE REINS BY PLACING HIS/HER FOOT IN THE STIRRUP AND SWINGING THE OTHER LEG OVER THE HORSE.
CRITERIA: (independent/with assistance), OVER _____ CONSECUTIVE SESSIONS.

R31.02: THE STUDENT WILL RIDE A LED HORSE BY HOLDING ONTO THE REINS OR SADDLE KNOB.
CRITERIA: SUCCESSFULLY RIDES HORSE WITHOUT FALLING OFF _____ CONSECUTIVE SESSIONS.

R31.03: THE STUDENT WILL RIDE A HORSE INDEPENDENTLY, HOLDING ONTO THE REINS AND GUIDING THE HORSE WITHOUT FALLING OFF.
CRITERIA: SUCCESSFULLY RIDES HORSE WITHOUT FALLING OFF _____ CONSECUTIVE SESSIONS.

R31.04: THE STUDENT WILL DISMOUNT THE HORSE BY REMOVING ONE FOOT FROM THE STIRRUP AND SWINGING OVER THE HORSE TO THE GROUND.
CRITERIA: (INDEPENDENT/WITH ASSISTANCE), _____ CONSECUTIVE SESSIONS.

R31.05: AFTER RIDING, THE STUDENT WILL HELP GROOM THE HORSE BY BRUSHING THE HORSE'S COAT AND MANE, GETTING FOOD AND/OR WATER, ETC., COMPLETING _____% OF THE TASK ANALYZED STEPS INDEPENDENTLY AND CORRECTLY.
CRITERIA: _____ CONSECUTIVE SESSIONS.

R32.01: THE STUDENT WILL SELECT AT LEAST THREE DIFFERENT TOYS DESIGNED FOR HIS/HER CHRONOLOGICAL AGE GROUP AND WILL MANIPULATE THE TOYS APPROPRIATELY _____% OF OCCASIONS MONITORED.

R32.02: THE STUDENT WILL DEMONSTRATE PARALLEL PLAY IN THE PRESENCE OF AT LEAST TWO OTHER PEERS _____% OF OCCASIONS MONITORED.

R32.03: THE STUDENT WILL DEMONSTRATE COOPERATIVE PLAY WITH AT LEAST ONE OTHER PEER _____% OF OCCASIONS MONITORED.

R32.04: THE STUDENT WILL EXHIBIT APPROPRIATE PLAY/SOCIAL SKILLS WITH TOYS INCLUDING: SHARING, TAKING TURNS, AND PUTTING TOYS AWAY _____ % OF OCCASIONS MONITORED.

VOCATIONAL INSTRUCTIONAL OBJECTIVES

VOCATIONAL INSTRUCTIONAL OBJECTIVES

(ADAPTED FROM THE JESSAMINE COUNTY CURRICULUM FOR STUDENTS WITH MODERATE AND SEVERE HANDICAPS, SHARON GUILTINAN, AUTHOR)

V01.01: WHEN GIVEN A WRITTEN OR PICTURE LIST OF AT LEAST_____ OF THE STUDENT'S DAILY ROUTINE ACTIVITIES, HE/SHE WILL INDICATE THE SEQUENTIAL ORDER OF THE ACTIVITIES EITHER VERBALLY OR BY REORDERING THE ACTIVITIES ACCORDING TO WHAT COMES FIRST, SECOND, ETC.
CRITERIA: AT LEAST _____% CORRECT OVER _____ CONSECUTIVE SESSIONS.

V01.02: WHEN SHOWN THE TIME ON A NON-DIGITAL CLOCK OR WATCH, THE STUDENT WILL COMMUNICATE THE TIME TO THE NEAREST _____ MINUTE(S) RESPONDING CORRECTLY WITHIN 15 SECONDS OF TASK DIRECTION.
CRITERIA:_____% CORRECT TRIALS OVER _____ CONSECUTIVE SESSIONS IN WHICH HOUR AND MINUTE HANDS ARE RANDOMLY VARIED.

V01.03: WHEN SHOWN THE TIME ON A DIGITAL CLOCK OR WATCH, THE STUDENT WILL TELL THE TIME EXACTLY, RESPONDING WITHIN 15 SECONDS OF TASK DIRECTION.
CRITERIA: _____% CORRECT TRIALS OVER _____ CONSECUTIVE SESSIONS WHERE HOURS AND MINUTES ARE VARIED.

V01.04: THE STUDENT WILL COMMUNICATE THE TIME AT WHICH _____ DAILY ROUTINE ACTIVITIES USUALLY OCCUR, INDICATING EITHER A.M./P.M. OR MORNING/AFTERNOON/NIGHT AFTER THE TIME.
CRITERIA: AT LEAST _____% CORRECT OVER _____ CONSECUTIVE SESSIONS WHEN TIMES ARE INTERMIXED.

V01.05: THE STUDENT WILL SET A NON-DIGITAL AND OR DIGITAL ALARM CLOCK ACCORDING TO THE TIME (HOUR/HALF-HOUR) SPECIFIED.
CRITERIA: _____% CORRECT OVER _____ CONSECUTIVE SESSIONS, TIMES RANDOMLY INTERMIXED.

V01.06: WHEN A BREAK IS SCHEDULED DURING THE SCHOOL/WORK DAY, THE STUDENT WILL STOP THE ACTIVITY BEING PERFORMED AND TAKE A BREAK, INDEPENDENTLY RETURNING TO THE ORIGINAL ACTIVITY WITHIN ONE MINUTE AFTER THE BREAK IS OVER.
CRITERIA: OVER _____ CONSECUTIVE DAYS/SESSIONS.

V01.07: THE STUDENT WILL USE A CLOCK OR WATCH TO FOLLOW A WORK OR SCHOOL SCHEDULE FOR ACTIVITIES, COMMENCING EACH ACTIVITY INDEPENDENTLY AND WITHIN AT LEAST _____MIN. OF THE SPECIFIED TIME.
CRITERIA: _____% OF ACTIVITIES COMMENCED ON TIME OVER _____ CONSECUTIVE DAYS.

V01.08: GIVEN A WEEKLY SCHEDULE CARD LISTING THE WEEK'S ACTIVITIES BY DAY, THE STUDENT WILL INDICATE WHAT DAY OF THE WEEK IT IS AND WHAT ACTIVITIES HE/SHE IS SCHEDULED TO PERFORM ON THAT DAY.
CRITERIA: AT LEAST ____/____ DAYS CORRECT RESPONDING.

V01.09: THE STUDENT WILL USE A TIME CLOCK TO CLOCK IN AND OUT OF WORK AREA/ACTIVITY BEING CAREFUL TO PUNCH THE TIME ON THE CORRECT SIDE OF THE CARD AND UNDER THE CORRECT DAY OF THE WEEK.
CRITERIA: CORRECTLY AND INDEPENDENTLY PUNCHING THE TIME CARD _____% OF THE OPPORTUNITIES PER MONTH.

V01.10: THE STUDENT WILL WRITE THE CORRECT DATE IN NUMERALS ON A WEEKLY TIME CARD PRIOR TO PUNCHING IN FOR WORK.
CRITERIA: AT LEAST _____% OF THE TIME PER MONTH.

V01.11: THE STUDENT WILL USE A CALENDAR TO LOCATE SPECIFIC DATE(S) AND TELL WHAT DAY OF WEEK THAT DAY FALLS ON WITHIN AT LEAST 1 MINUTE OF THE TASK REQUEST.
CRITERIA: AT LEAST ____/____ TRIALS OVER _____ CONSECUTIVE SESSIONS.

V01.12: WHEN UPCOMING EVENTS ARE MARKED ON A CALENDAR BY THE STUDENT OR OTHER PERSONS, THE STUDENT WILL INDICATE HOW MANY DAYS/WEEKS MUST ELAPSE BEFORE THE SPECIFIC EVENT OCCURS.
CRITERIA: ____/____ TRIALS OVER _____ CONSECUTIVE SESSIONS.

V02.01: THE STUDENT WILL BE ABSENT FROM SCHOOL NO MORE THAN AN AVERAGE OF ONE DAY PER MONTH THROUGHOUT THE SCHOOL YEAR.
CRITERIA: NO MORE THAN 10 ABSENCES PER SCHOOL YEAR.

V02.02: THE STUDENT WILL NOTIFY THE TEACHER, VOCATIONAL TRAINER OR WORK SUPERVISOR OF ALL ABSENCES.
CRITERIA: 100% OF ABSENCES.

V02.03: THE STUDENT WILL REPORT TO ALL CLASSES/WORK STATIONS BEFORE OR AT THE SCHEDULED TIME.
CRITERIA: AT LEAST _____% OF THE SCHOOL DAYS PER MONTH.

V02.04: WHEN A TEACHER OR SUPERVISOR IDENTIFIES A MISTAKE BY THE STUDENT, THE STUDENT WILL CORRECT THE MISTAKE PROMPTLY.
CRITERIA: NO MORE THAN _____INSTANCE OF NEGATIVE VERBALIZATIONS PER MONTH.

V02.05: DURING AN INDEPENDENT WORK TASK THE STUDENT WILL SEEK THE ATTENTION OF THE TEACHER OR SUPERVISOR WHEN HE/SHE NEEDS ASSISTANCE IN ORDER TO CONTINUE WORK AND WILL COMMUNICATE WHAT ASSISTANCE IS NEEDED.
CRITERIA: AT LEAST _____% OF ALL OCCASIONS WHERE HELP IS NEEDED PER MONTH.

V02.06: DURING AN INDEPENDENT WORK TASK THE STUDENT WILL SIGNAL BY (SPECIFY WAY OF SIGNALING) WHEN TASK IS FINISHED.
CRITERIA: _____% OF ALL OCCASIONS.

V02.07: AT THE BEGINNING OF A WORK PERIOD, UNLESS OTHERWISE NOTIFIED BY TEACHER/SUPERVISOR, THE STUDENT WILL GO DIRECTLY TO THE SAME WORK STATION AS HE/SHE USED DURING THE PREVIOUS WORK PERIOD.
CRITERIA: AT LEAST _____% OF TIME PER PER MONTH.

V02.08: THE STUDENT WILL LOCATE AND BRING TO THE WORK AREA ALL EQUIPMENT AND SUPPLIES NECESSARY TO SUCCESSFULLY COMPLETE THE SPECIFIC JOB TASK.
CRITERIA: AT LEAST _____% OF THE TIME PER MONTH.

V02.09: THE STUDENT WILL BEGIN WORK ON TIME AND MAINTAIN ATTENTION TO TASK (DEFINED AS EYE CONTACT AND/OR PHYSICAL CONTACT WITH WORK TASK) FOR A PERIOD OF _____ (SPECIFY TIME PERIOD).
CRITERIA: AT LEAST _____% OF INTERVALS MEASURED OVER A _____- WEEK PERIOD

V02.10: THE STUDENT WILL REMAIN WORKING AT A WORK STATION FOR _____ (SPECIFY TIME PERIOD) PER DAY WITHOUT LEAVING THE WORK STATION EXCEPT TO GET SUPPLIES OR HELP FROM TEACHER/SUPERVISOR.
CRITERIA: MEETS CRITERIA _____/_____ DAYS PER _____.

V02.11: THE STUDENT WILL COMPLETE A JOB TASK WITH SUPERVISION WITHIN THE TIME SPECIFIED FOR THAT JOB.
CRITERIA: AT LEAST _____% OF TIMED JOBS COMPLETED PER _____.

V02.12: THE STUDENT WILL CARE FOR MATERIALS AND EQUIPMENT BY PROPERLY CLOSING ALL CONTAINERS, WIPING SUPPLIES AND EQUIPMENT IF DIRTY OR DRIPPING, AND RETURNING ALL SUPPLIES AND EQUIPMENT TO PROPER STORAGE AREA(S).
CRITERIA: DEMONSTRATES CARE OF MATERIALS _____/_____ SESSIONS PER _____.

V02.13: BEFORE STARTING A NEW TASK OR LEAVING FOR THE DAY, THE STUDENT WILL: REMOVE ALL SUPPLIES AND NONPERMANENT EQUIPMENT FROM WORK AREA, DISPOSE OF ANY DEBRIS IN PROPER TRASH RECEPTACLE, AND WIPE SURFACES OF EQUIPMENT, BENCH, OR TABLE.
CRITERIA: CLEANS UP AREA _____/_____ SESSIONS PER _____.

V02.14: THE STUDENT WILL REFRAIN FROM UNNECESSARY SOCIAL COMMUNICATION WITH FELLOW WORKERS OR SUPERVISORS ON THE JOB, WHILE COMMUNICATING QUESTIONS ABOUT WORK-RELATED TASKS OR INFORMATION ABOUT WORK-RELATED TASKS
CRITERIA: NO MORE THAN _____ INSTANCES OF UNNECESSARY SOCIAL COMMUNICATION PER _____.

V02.15: WHEN USING WORK MATERIALS TO COMPLETE AN ASSIGNED TASK, THE STUDENT WILL REPORT WORK MATERIALS THAT BROKE PROMPTLY TO THE SUPERVISOR.
SPECIFY MODE OF COMMUNICATION:_____
CRITERIA: _____% OF ALL OCCASIONS WITHIN _SPECIFY TIME PERIOD_.

V02.16: THE STUDENT WILL COOPERATE WITH PEERS OR OTHER EMPLOYEES WHEN EACH PERSON'S PERFORMANCE IS NECESSARY FOR COMPLETING THE TASK.
CRITERIA: AT LEAST _____% OF JOINT WORK PROJECTS PER _____.

V02.17: WHEN EMERGENCIES WHICH MIGHT OCCUR ON THE JOB ARE DESCRIBED AND ROLE-PLAYED, THE STUDENT WILL RESPOND BY: (1) SHOWING HOW TO LOCATE THE SUPERVISOR IMMEDIATELY; (2) COMMUNICATING THE EVENT TO THE SUPERVISOR; AND (3) POINTING TO THE RESULT OF THE EVENT.
CRITERIA: ____/____ TRIALS, EMERGENCIES INTERMIXED OVER _____ CONSECUTIVE SESSIONS.

V03.01: THE STUDENT WILL PERFORM THE FOLLOWING WORK SAMPLES/REAL WORK COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS CORRECTLY AND INDEPENDENTLY: SORTING; ASSEMBLING; PACKAGING; COLLATING; FILING; STAPLING; FOLDING LETTERS; STUFFING ENVELOPES; PUTTING ON LABELS; MEASURING; CUTTING; USING HEAT SEALER; USING HAND TOOLS; OTHER: _____ (CIRCLE ACTIVITIES).
CRITERIA: OVER _____ CONSECUTIVE SESSIONS.

V03.02: THE STUDENT WILL WORK ON REAL JOBS OR WORK SAMPLES MAINTAINING AN AVERAGE PRODUCTION RATE OF APPROXIMATELY _____% OF A NON-HANDICAPPED WORKERS RATE OF PRODUCTION ON THE SAME JOB.
CRITERIA: AT LEAST MINIMAL RATE MAINTAINED OVER _____ CONSECUTIVE SESSIONS.

V03.03: THE STUDENT WILL WORK ON REAL JOBS OR WORK SAMPLES MAINTAINING AN ERROR RATE OF LESS THAN _____% OF TOTAL PRODUCTION.
CRITERIA: NO MORE THAN _____% ERROR RATE OVER _____ CONSECUTIVE SESSIONS.

V04.01: THE STUDENT WILL WORK AT STATIONS WITHIN THE SCHOOL COMPLETING CUSTODIAL DUTIES _____MINUTES PER DAY, PERFORMING AT LEAST _____% OF THE TASK ANALYZED STEPS FOR EACH JOB CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER AT LEAST _____ CONSECUTIVE WEEKS.

V05.01: THE STUDENT WILL WORK AT STATIONS WITHIN THE SCHOOL COMPLETING CLERICAL DUTIES _____MINUTES PER DAY, PERFORMING AT LEAST _____% OF THE TASK ANALYZED STEPS FOR EACH JOB CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER AT LEAST _____ CONSECUTIVE WEEKS.

V06.01: THE STUDENT WILL WORK IN THE SCHOOL CAFETERIA PERFORMING MEAL PREPARATION AND/OR MEAL CLEANUP JOBS _____MINUTES PER DAY, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS FOR EACH JOB CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER AT LEAST _____ CONSECUTIVE WEEKS.

V07.01: THE STUDENT WILL WORK AT STATIONS ON THE SCHOOL GROUNDS COMPLETING LANDSCAPING AND GROUNDS MAINTENANCE JOBS _____MIN. PER DAY, PERFORMING _____% OF THE TASK ANALYZED STEPS FOR EACH JOB CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER AT LEAST _____ CONSECUTIVE WEEKS.

V08.01: THE STUDENT WILL WORK IN THE SCHOOL LIBRARY PERFORMING THE NECESSARY DUTIES UNDER SUPERVISION FOR _____ MINUTES PER DAY, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS FOR EACH JOB ASSIGNED CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER AT LEAST _____ WEEKS

V09.01: THE STUDENT WILL WORK _____HOURS PER WEEK WITH SUPERVISION IN THE FOLLOWING COMMUNITY WORK SITE(S) _____ _____ COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS FOR EACH TASK OF THE JOB CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER AT LEAST _____ CONSECUTIVE WEEKS.

V09.02: THE STUDENT WILL WORK _____HOURS PER WEEK IN A PUBLIC, NOT-FOR-PROFIT AGENCY AT MINIMUM WAGE, COMPLETING AT LEAST _____% OF THE TASK ANALYZED STEPS FOR EACH JOB CORRECTLY AND INDEPENDENTLY.
CRITERIA: OVER AT LEAST _____ CONSECUTIVE WEEKS.

V10.01: THE STUDENT WILL IDENTIFY AT LEAST _____ LOCAL RESOURCES WHICH CAN ASSIST IN SEEKING AND MAINTAINING EMPLOYMENT AND WILL EXPLAIN HOW AND WHEN TO CONTACT THESE RESOURCES.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS.

V10.02: THE STUDENT WILL IDENTIFY AT LEAST _____SKILLS WHICH ARE REQUIRED FOR HIS/HER EXPRESSED AREA OF VOCATIONAL INTEREST AND STATE WHETHER OR NOT HE/SHE POSSESSES THE SKILLS.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS.

V10.03: THE STUDENT WILL IDENTIFY AT LEAST _____ LOCAL EMPLOYER(S) IN HIS/HER AREA OF VOCATIONAL INTEREST AND IDENTIFY HOW AND WHEN TO CONTACT THIS PERSON IN ORDER TO SEEK EMPLOYMENT.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS.

V10.04: THE STUDENT WILL ROLE-PLAY CORRECT INTERVIEWING PROCEDURES BY PERFORMING ALL OF THE FOLLOWING: BEING ON TIME AND WELL GROOMED; SPEAKING CLEARLY; VERBALIZING HIS/HER STRENGTHS; MAKING EYE CONTACT WITH THE INTERVIEWER; ASKING AT LEAST ONE QUESTION RELEVANT TO THE POTENTIAL JOB; AND THANKING THE INTERVIEWER AT THE END OF THE INTERVIEW.
CRITERIA: OVER _____ CONSECUTIVE SESSIONS.

V10.05: WHEN SIMULATED SITUATIONS ARE PRESENTED TO THE STUDENT WHICH MIGHT AFFECT PERFORMANCE ON THE JOB, THE STUDENT WILL IDENTIFY THOSE SITUATIONS WHICH WOULD REQUIRE THE HELP OF A COUNSELOR OR PROGRAM SUPERVISOR IN ORDER TO MAINTAIN HIS/HER JOB.
CRITERIA: AT LEAST _____% CORRECT OVER _____ CONSECUTIVE SESSIONS/SITUATIONS INTERMIXED.

V10.06: WHEN COMPLETING A JOB APPLICATION, THE STUDENT WILL WRITE ALL PERTINENT INFORMATION ON THE APPLICATION INCLUDING: FULL NAME, ADDRESS, SOCIAL SECURITY NUMBER, PHONE NUMBER, SCHOOL, JOB SKILLS ACQUIRED, AND PAST EMPLOYMENT EXPERIENCE FROM MEMORY OR FROM AN ID CARD.
CRITERIA: NO MORE THAN _____ MISTAKES PER APPLICATION OVER _____ DIFFERENT APPLICATIONS.

V10.07: THE STUDENT WILL DEVELOP INDEPENDENTLY OR WITH ASSISTANCE FROM A PEER OR ADULT (SELECT ONE) A WRITTEN JOB RESUME THAT DESCRIBES HIS/HER WORK EXPERIENCE(S) AND UPDATE THE RESUME AS NEEDED.
CRITERIA: RESUME REFLECTS STUDENT'S COMPLETE WORK EXPERIENCE AND IS WRITTEN IN TYPICAL RESUME FORMAT.

Appendix A

Parent Interview - Quality of Life Indicators*

Quality of Life Indicator #1 - Having a Safe, Stable Home

1. Where does (student's name) live currently (e.g., at home with family, foster home, community residence)? (Note: Since this information may already be known, the answer may be recorded and restated to the family, e.g., "OK, we know that Tom lives with you and his sister"; then move on to question 2.)
2. If everything goes as you hope, do you anticipate that (student's name) will continue to live where she/he is throughout the school years? If not, where would be a desirable place?
3. Would you like to talk about where a desirable place would be for (student's name) to live as an adult, or is that too far in the future to discuss at this time? If yes, where?
4. Is there any place you would like to avoid having (student's name) live in the future?

Quality of Life Indicator #2 - Maintaining a Social Network and Meaningful Relationships

1. With whom does (student's name) have personal relationships other than with his/her immediate family (e.g., relative, classmates, friends)?
2. Would you like to see these relationships change or expand in the near future, and if so how?

Quality of Life Indicator# 3 - Accessing a Variety of Places

1. Where does (student's name) spend time regularly that makes his/her life full and interesting (e.g., school, work, community recreation, follows family routine)?
2. Would you like to see these places change or expand in the near future? If so, how?

Quality of Life Indicator #4 - Engaging in Meaningful Activity

1. What kind of activities does (student's name) do on a regular basis that are interests, preferences, or make him/her feel good about himself/herself?
2. Would you like to see these activities change or expand in the near future? If so, how?
3. ONLY ASK THIS QUESTION IF THE STUDENT IS 13 OR OLDER. Have you give any thought to what kinds of meaningful activities (student's name) might do as a your adult? For example, how might (student's name) spend his/her time in the future that is now spent in school (e.g., competitive work, supported work, volunteering, continuing education)?

Quality of Life Indicator #5 - Living in a State of Health and Comfort

1. What, if anything, would you like to see change in terms of (student's name) current health or comfort that would enable him/her to pursue a more enjoyable life?

*Taken from the C.O.A.C.H. For further information the reader is referred to Giangreco, M. F., Cloninger, C. J., & Iverson, V. S. (1990). Cayuga-Onondaga assessment for children with handicaps (version 6.0). Burlington: University of Vermont, Center for Developmental Disabilities.

Appendix B

Parent IEP Skills Preparation Worksheet*
Part 2. a.: Skills

Directions:

1. Choose the 5-8 skills you feel are most imprtant for your child to learn during the next school year. Skills and skill groups are listed on the attached page and include the skill areas of Social, Communication, Motor, Sensory, and Applied Academics. It is not necessary to select objectives from all five of the curricular domains.

2. Write the skills/skill group in the space given below. Write the skill you think is most important on line 1, the next most important skill on line 2. etc.

3. After listing the skills/skill groups, indicate exactly what you want your child to be able to do. An example has been included at the top of the chart.

Skill Example: Undressing	What exactly do I want them to be able to do? Take off shoes and socks before bath.
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

*This worksheet is taken from *The Utah Elementary Integration Project* (McDonnell, A., Swezey, K. & McDonnell, J., 1987) and used with the permission of the authors.

Appendix B

Step 2 a: Skills Checklist

Kentucky Systems Change Project Skills Checklist for Students with Moderate and Severe Handicaps

AREAS	SOCIAL	COMMUNICATION	MOTOR
SKILLS/ SKILL GROUPS	____ Responsive to the Presence and Interaction of others (e.g., peers, family, adults) ____ Initiates Social Interactions ____ Sustains Social Interactions ____ Terminates Social Interactions ____ Behaves Appropriately for Setting ____ Distinguishes and Interacts Differently with Familiar People, Acquaintances and Strangers ____ Offers Assistance to others ____ Accepts Transitions Between Routine Activities ____ Accepts Unexpected Changes in Routine Other ____ ____ ____ ____ ____	____ Indicates Continuation or Expresses More ____ Makes Choices when presented with options ____ Makes requests ____ Summons others ____ Expresses rejection/refusal ____ Follows Instructions ____ Describes Events, Objects, Interactions, etc. ____ Responds to Questions ____ Asks Questions Other ____ ____ ____ ____ ____	____ Range of Motion ____ Head Control ____ Trunk Control ____ Righting, Protective Reactions ____ Sitting ____ Standing ____ Lifting, Carrying ____ Pushing, Pulling ____ Reaching ____ Grasping ____ Releasing ____ Twisting, Turning Manipulations ____ Coordinated Use of Two Hands ____ Transfer ____ Shoulder Girdle Posture/Stability ____ Transports Self Inside ____ Transports Self Outside ____ Open/Closes Doors ____ Goes Up/Down Stairs ____ Maneuvers Curbs/Barriers ____ Uses Elevators/Escalators ____ Gets In/Out of Car ____ Street Crossing Other ____ ____ ____ ____ ____

Appendix B

Step 2. a.: Skills Checklist, continued

Kentucky Systems Change Project for Students with Moderate and Severe Handicaps

AREAS	SENSORY	APPLIED ACADEMICS
SKILLS/ SKILL GROUPS	Hearing ____ Attends to Sound ____ Localizes to Sound ____ Associates Sound with Familiar Objects (e.g., people, events) Vision ____ Attends to light ____ Localizes to Light ____ Tracks Light ____ Attends to Objects ____ Focuses on Objects ____ Tracks Objects ____ Movement Exploration ____ Visually inspects Objects ____ Shifting Gaze ____ Scanning Other ____ ____ ____ ____ ____	Math ____ Counts with Correspondence (e.g., 1:1 correspondence) ____ Rote Counting (counting out loud) ____ Rational Counting (counting pictures and objects) ____ Numeral Identification ____ Ordinal Number Concepts ____ Computation (e.g., addition, subtraction, multiplication) ____ Uses measurement tools (e.g., ruler measuring cups, scales) Reading ____ Reads Individual Symbols or Sequences of Symbols (e.g., letters, sounds, signs, Braille, Bliss, Picsyms, etc.) ____ Sight Word Recognition ____ Decoding, Phonetic Reading ____ Reads to get Information and/or Follow Instructions Writing/Spelling ____ Traces/Copies letters, Words, Sentences ____ Writes Self-Identification Information (name, address, phone number) Money ____ Money Identification ____ Absolute and Comparative Values of Coins, Currency ____ Purchasing Strategies ____ Budgeting Strategies ____ Saves Money Time/Time-management ____ Follows Schedule (written or pictorial) ____ Uses standard/Digital Clocks, Watches, Alarm Clocks ____ Uses Calendar Other ____ ____ ____ ____ ____

Appendix B

Parent IEP Activities Preparation Worksheet*
Part 2. b.: Activities

Directions:

1. Choose the 3-7 activities you feel are most important for your child to learn during the next school year. Activities are listed on the attached page and include the curricular domains of Domestic, Community/School, Recreation/Leisure, and Vocational Please choose at least one activity from each of these curricular areas.

2. Write the activities in the space provided. Write the activity you think is most important on line 1, the next most important activity on line 2, etc.

3. If you have ideas about where your child can practice or use the activity, answer the other questions about the selected activities. An example has been included at the top of the chart.

Activity Example: Bike Riding	**When?** After School	**Where?** School playground, across street, around block	**With Whom?** Brother, kid across street	**Other?** Training wheels
1.				
2.				
3.				
4.				
5.				
6.				
7.				

*This worksheet is taken from *The Utah Elementary Integration Project* (McDonnell, A., Swezey, K. & McDonnell, J., 1987) and used with the permission of the authors.

Appendix B

Step 2. b.: Activities Checklist

Kentucky Systems Change Project for Students with Severe Handicaps

DOMAINS	DOMESTIC	COMMUNITY/ SCHOOL	RECREATION/ LEISURE	VOCATIONAL
SKILLS/ SKILL GROUPS	___ Grooming ___ Dressing ___ Eating ___ Toileting ___ Food Preparation ___ Meal Preparation ___ Clothes Maintenance ___ House-keeping ___ Mealing Planning ___ Lawn Care ___ Home Safety ___ First Aid ___ Using a Telephone ___ Communication ___ Sexual Awareness ___ Getting Along with Others Other ___ ___ ___ ___ ___	___ Travel In School ___ Street Crossing ___ Travel in Neighbor-hood ___ Travel in Community ___ Public Transportation ___ Grocery Shopping ___ Discount Store ___ Vending Machine Use ___ Pay Phone Use ___ Fast Food Restaurant ___ Sit-Down Restaurant ___ Post Office ___ Appropriate Behavior to Strangers ___ Going to Church Other ___ ___ ___ ___ ___	___ Arts/Crafts ___ Exercise ___ Gardening ___ Needlework ___ Pet Care ___ Reading for Leisure ___ Writing Letters ___ Keep a Journal/Diary ___ Radio ___ Records ___ Tapes ___ Compact Disks (CD's) ___ Video Games ___ Interaction Video Games ___ Card Games ___ Board Games ___ Table Games ___ Team Sports ___ School Dances/ Functions ___ Bowling ___ Swimming ___ Personal Computers ___ Computer Games ___ Photography Other ___ ___ ___ ___ ___	___ Time Management ___ Work Habits ___ School Job ___ Classroom Job Other ___ ___ ___ ___ ___

Appendix C

Peer survey for elementary students*

Home

1. How do you spend your free time at home?
2. What T.V. shows do you watch?
3. What games do you play?
4. What chores do you do?
5. Do you talk on the phone with friends?
6. Do you have any hobbies?

Community

7. Are you away from your home during the week?
8. Where do you go in your community?
9. What do you do there?
10. Do you go places in your community alone or with friends?
11. Do you work after school? Where?

School

12. What clubs do you belong to at school?
13. What sports do you participate in at school?
14. Are you in the band? Chorus?
15. Do you go to home ball games? Away ball games?

Family

1. Do you and your family eat at restaurants? Which restaurants?
2. Do you and your family travel (e.g., vacations)? Where do you go?
3. Do you get an allowance? How much?
4. What do you buy with your allowance?
5. What does your family do for fun together?

* Survey developed by Sally Seigel, Johnson County Schools, Paintsville, Kentucky, 1989.

Appendix D

Survey of nonhandicapped childrens's families to determine the appropriate level of expected participation in age-appropriate activities.*

Child's age School Teacher

1. What jobs is your chid responsible for around the house?
   1.
   2.
   3.
   4.
   5.

2. Does your child participate in cooking/food preparation?
   What does s/he do? (Please describe)

3. Can s/he use:
   - toaster
   - microwave
   - stove
   - can opener — electric? YES NO
   - oven
   - other

Comments:

4. Does your child use the telephone?
   If yes, please describe his/her phone skills:

5. Could your child:
   - make appointments
   - call friends
   - call "0", if needed
   - use directory assistance
   - use a phone book
   - use a pay phone

6. Does your child cross streets independently?
   Please describe your child's skills:

   - uses crosswalks
   - crosses uncontrolled streets
   - crosses at the light
   - other:

Comments:

7. Does your child walk around the neighborhood independently?

uses sidewalks
walks on road shoulders
walks from home to friends
walks around/through
parking lots
other:

Comments:

8. What (if any) of the following does your child do at the grocery store?

finds item(s)
pushes cart
behaves appropriately (e.g.,
doesn't cry, lie down in the
floor, grab things off displays, etc.)
buys groceries
follows a grocery list
waits while adults look for items
other:

Comments:

9. Does your child eat in restaurants?
Please describe:

finds restroom
asks for missing items
stands in line
chooses food
places order for own food
finds seat
throws trash away
budgets purchase
other:

Comments:

10. Does your child belong to any clubs/organizations. If so, please list:

Comments:

11. What does your child do for fun in the community? (e.g., movies, skating, library, plans with friends, etc.)

Comments:

12. Please list your child's favorite games/hobbies/free time activities:

Comments:

13. Can your child operate:

a record player
a radio
a tape player
a compact disk player
a video camcorder
a VCR
other:

Comments:

14. Please describe your child's favorite music.
Favorite albums:
Favorite radio stations:
Favorite songs:

Comments:

*Developed by Pam Wolfe, Goodridge Elementary School, Boone County Schools, Kentucky, 1989.

Appendix E

Questions for targeting critical skills

1. What activities need to be taught?
   a. Are the activities functional? Chronologically age-appropriate?
   b. Are the activities required in a variety of environments?
   c. Can the activities be used often?
   d. Does someone have to do it for the student?
   e. How do nonhandicapped peers participate in the activity?
   f. What activities would the student desire?
   g. What is the student's present level of performance of these activities?
   h. What family needs have been considered when determining activities?

2. Will the activities result in normalization for the student?
   a. What activities does the society value, especially nonhandicapped peers?
   b. What are nonhandicapped peers being taught?
   c. What are nonhandicapped peers doing?
   d. What activities would reduce normal/handicapped discrepancy?
   e. What activities would result in increased opportunities for interaction with nonhandicapped peers?
   f. What activities would lead to less restrictive alternatives?
   g. What activities would promote independence?

3. Will the student be living at home? With a brother or sister? Or in an alternative living situation such as in an apartment with support or in a group home, etc.?

4. Will the student need to grocery shop for himself? Do laundry at a laundromat? Use the bus system? Shop in a mall?

5. How does the student communicate with his parents? At school? In the community? Does his communication skills meet his needs?

6. What does the student like to do for a vacation? Recreation? What skills does the student need to learn in these areas?

7. What kind of work does the student enjoy? What kind of work does the student do well? What possible job placements are there? What kind of transportation issues are there? What new skills will the student need to be successful in that job placement? What type of support is available from the community?

Appendix F

Prioritizing student activities worksheet*

Name _____ School _____
School Year _____ Years Until Grad. _____ Transition Yr. ____

I. List the skills and activities identified during the family interview.

1. _____ 5. _____
2. _____ 6. _____
3. _____ 7. _____
4. _____ 8. _____

II. Parent IEP Preparation Worksheet

Skills* 1. _____ Activities 1. _____
2. _____ 2. _____
3. _____ 3. _____
4. _____ 4. _____
5. _____ 5. _____
6. _____ 6. _____
7. _____ 7. _____
8. _____

III. List the preferred activities as identified by:

THE STUDENT	PEERS
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____

IV. List the skills* and activities the teacher identified as most important for instruction.

1. _____ 4. _____
2. _____ 5. _____
3. _____ 6. _____

V. List important social interaction skills*

1. _____ 3. _____
2. _____ 4. _____

Developed by Melissa E. Hudson, Associate Director, Kentucky Systems Change Project, Revised, 1991

VI. Prioritize activities. During the SBARC meeting, rank the activities and skills identified on this worksheet in order of instructional importance and relevance. These activities become the focus of the student's IEP.

1. _____ 7. _____
2. _____ 8. _____
3. _____ 9. _____
4. _____ 10. _____
5. _____ 11. _____
6. _____ 12. _____

*The skills checklist is relevant for primary students. It may also be relevant for older students with the most severe disabilities and who require instruction on basic skills in the context of age-appropriate activities.

**Note: If the parent has completed the skills section of step I in preparation for the IEP, important communication and social interaction skills should have been identified and it may not be necessary to complete this step.

Developed by Melissa E. Hudson, Associate Director, Kentucky Systems Change Project, Revised, 1991.

Appendix G

Examples of Basic Skills

COMMUNICATION

EXPRESSIVE

request:
- object in open view
- ongoing action
- attention
- information, permission
- absent object, action

confirm/deny
protest/reject
declare/comment
direct attention
offer/share
question
greeting

RECEPTIVE

use of auditory, visual, tactual cue
follow gestures, contest cues
understand verbal cues or directions

SELF-HELP SKILLS

FEEDING

sucking
swallowing
biting
chewing
arm/hand movements required for using utensils

SELF-INITIATED TOILETING

retention of urine and defecation
release of urine and defecation
movement to toileting facilities
request for toileting facilities

DRESSING/UNDRESSING

maintenance of grasp while arm moves
automatic reactions - (righting reactions, equilibrium reactions, and protective extension)
purposeful arm movements
taking off and putting on garments
fastening and unfastening fasteners

MOTOR

GROSS MOTOR

head control
trunk control
sitting posture
upright posture
locomotion

FINE MOTOR

shoulder girdle posture/stability
reach
grasp
release
transfer

SENSORY

HEARING

attends to sound
localizes to sound
associates sound with familiar objects, people, events

VISION

attends to light
localizes to light
tracks light
attends to objects
focuses on objects
tracks objects
movement exploration
visually inspects objects
shifting gaze
scanning